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ABSTRACT

A survey was conducted to determine teachers' perceived needs in direct instruction and related professional activities and to determine teachers' familiarity with 14 sets of instructional materials, which were said to represent materials available through Special Education Instructional Materials Centers (SEIMC). Data indicated consistency of findings across states, teaching categories, and teaching levels. It was found that in general, teachers' major problems centered in direct instruction, not pupil characteristics, professional relationships, classroom arrangement and management, or psychological information. Curricular areas of greatest difficulty were said to be social studies, language arts, seatwork, and science. Data indicated that teachers consistently had problems finding instructional materials and student activities. It was also found that special education teachers knew only three of the 14 materials presented: Peabody Language Development Kits, Frostig Program for Development of Visual Perception, and Readers' Digest Skill Builders. Regular teachers knew only of the Readers' Digest Skill Builders. Teacher needs for audio-visual materials seemed to have been met. Implications from the study centered on the SEIMC's need to educate and familiarize teachers with the broad range of instructional materials available in the centers. (CB)



Research Report No. 6

TEACHERS' PERCEIVED INSTRUCTIONAL NEEDS IN THE NORTHWEST REGION

M. Stephen Lilly, Research Coordinator and John Kelleher, Graduate Teaching Fellow

A publication of the
Northwest Regional Special Education Instructional Materials Center
University of Oregon
Eugene, Oregon

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A primary concern of the SEIMC/RMC Network is service to teachers and administrators of regular and special education, service designed to provide more adequate educational settings for children. During the past two years, much of the responsibility for provision of such direct services to practitioners has been assumed by the Associate Special Education Instructional Materials Centers and Regional Centers have assumed a supportive role in terms of service functions.

In providing services to the field, a heavy emphasis has been placed on preservice and inservice training of teachers, concerning both direct use of instructional materials and general teaching strategies for use in the classroom. As a support activity for Associate Centers involved in such training, the Northwest Regional Special Education Instructional Materials Center conducted a survey of teachers in the five state region during the Spring quarter, 1970. The aim of the survey was twofold: 1) to determine teachers' perceived needs in areas of direct instruction and related professional activities; and 2) to determine teachers' familiarity with fourteen sets of instructional materials, selected as representative of materials available through Special Education Instructional Materials Centers.

Much of the instrumentation and methodology for the present study was patterned after a survey conducted in Iowa by Meyen and Carr (1968). The sample of the present study was more inclusive than Meyen and Carr's, but the purpose of the study was the same—to provide teacher input to planning of inservice training.

PROCEDURES

A questionnaire was utilized in the present study which was



developed by Meyen and Carr (1968) specifically for use in that survey. The questionnaire, which can be found in Appendix A, is an extensive listing of instructional settings and situations, designed to give a complete view of the teaching setting. Approximately 60-90 minutes were required for teachers to complete the questionnaire. Meyen and Carr describe development of the survey instrument as follows:

The initial efforts of the project staff were devoted to the development of a survey instrument designed to assess instructional problems as perceived by special class teachers. Discussion sessions were held to explore the kinds of problems teachers most typically encountered in the process of teaching retarded children. Following a delineation of anticipated problems, it became apparent that there were three dimensions to these problems, regardless of subject. These dimensions included methodology, appropriateness of the instructional task, and the availability of classroom materials and of ideas for student activities. Using these three factors as a frame of reference, the staff searched the literature to identify those elements of the curriculum which might present problems to teachers. The literature reviewed included curriculum guides, articles, texts, theses, and unpublished curricular materials. A preliminary inventory of possible sources of problems was compiled and submitted for evaluation to special class teachers enrolled in two off-campus extension courses, to six critic teachers in the Pine School section of the University of Iowa Hospital School, and to students enrolled in an on-campus course on curriculum development for the educable mentally retarded. These persons were asked to rank in descending order the severity of the problem posed by the respective items in the inventory. Those items to which no significant problems were attached by universal agreement were omitted. Additional items which were not anticipated by the participants in the pilot study, were incorporated in the final questionnaire.

The final survey instrument included 315 possible responses through 16 sections namely:

- 1. General Information (identification data)
- 2. Experience Units (8 instructional entries)
- Special Subjects (6 entries)
- 4. Reading (13 instructional entries)
- 5. Arithmetic (13 instructional entries)
- 6. Language Arts (11 instructional entries)
- 7. Science (8 instructional entries)
- 8. Social Studies (20 instructional entries)



- 9. Seatwork (15 instructional entries)
- 10. Pupil evaluation (7 curricular entries)
- 11. Pupil characteristics (6 curricular entries)
- 12. Professional Relationships (11 curricular entries)
- 13. Psychological Information (3 curricular entries)
- 14. Classroom Arrangement and Management (7 curricular entries)
- 15. General Methodology (8 instructional entries)
- 16. Audio Visual (14 curricular entries)

Slight revisions were made in the original instrument for use in the present study, and a section on instructional materials (Section IX) was added for the purpose of determining teachers' familiarity with selected instructional materials. Complete directions for teachers' responses can be found in the questionnaire (Appendix A).

SAMPLE

The questionnaire was sent to 2,593 school personnel in the five-state region served by the NWSEIMC. In Alaska, Hawaii, and Idaho, an attempt was made to sample all special education teachers through use of existing State Directories of Special Education. In Alaska, an additional sample of "bush teachers" was selected and surveyed, "bush teachers" being teachers in remote villages who teach in multigrade classrooms.

In Washington, a state mailing list was used to send questionnaires, but the results were not altogether satisfactory. Specific position titles were not available for persons on the mailing list, and some special education teachers were missed in the mailing, while some non-special education personnel such as school nurses and local school administrators were sampled. Even with these limitations, however, the return from Washington constituted a sizable percentage of the total return.

In the state of Oregon, a selected sample of special and regular class teachers was surveyed. The sample was drawn from existing state



directories and was chosen to represent both urban and rural settings. For the purposes of the study, counties with populations greater than 50,000 were designated urban, and counties under 50,000 population were labeled rural. Thus, for Oregon, regular and special class samples were drawn from both urban and rural settings.

Of the 2,593 questionnaires sent, 967 were returned. Of these, 831 were usable returns and 136 were unusable. Unusable returns fell primarily into three categories: 1) returned because the person surveyed was not a teacher (e.g., school nurse, school psychologist, principal, director of special education, etc.); 2) returned because the teacher did not consider the questionnaire appropriate for his/her setting; and 3) returned blank.

Adjusting the number of original questionnaires sent using the proportion of unusable returns to total returns, an adjusted "appropriate mail-out" figure of 2,228 was reached. Of these, 831 appropriate returns were received, representing a 37% return rate.

REPORTING

Prior to initiating the survey, a commitment was obtained from all Associate SEIMC's in the service region to hold three workshops during the 1970-71 academic year, based in whole or in part on the survey findings. During September and October, the data were presented to State Department of Education and Associate Center personnel in all five states, and planning for the workshops a initiated. The Research Coordinator and Field Coordinator for the NWSEIMC were the catalysts in this reporting and planning effort, which took priority over written reporting of the data.



DATA ANALYSIS

The data were analyzed for the total sample and for each state individually. In addition, within-state sub-analyses were done to differentiate between urban and rural teachers in Oregon, community and bush teachers in Alaska, and Oahu and outer-island teachers in Hawaii.

The demographic data on respondents was utilized to determine further units for sub-analyses. For example, the total sample was divided into teaching categories, and separate analyses were done for: 1) teachers of the mildly handicapped (educable mentally retarded, emotionally disturbed, learning disabled, and remedial reading combined); 2) teachers of the trainable mentally retarded; 3) teachers of the deaf and visually handicapped; and 4) regular classroom teachers. Speech therapists and teachers of the orthopedically handicapped were excluded from the teaching categories analysis.

In terms of teaching level, separate analyses were done for teachers at the primary, intermediate, junior high, and senior high school levels. As with teaching categories, this sorting of teachers into levels of instruction was done on the total sample of respondents. A breakdown of all analyses done can be found in Table 1.

TABLE 1 - SUMMARY OF DATA ANALYSIS UNITS

I - Total Sampla

II - State Categorizations

A. Washington

B. Idaho



- C. Oregon
 - 1. Urban
 - 2. Rural
- D. Alaska
 - 1. Community
 - 2. Bush
- E. Hawaii
 - 1. Oahu
 - 2. Outer Island

III - Teaching Category

- A. Mildly handicapped
- B. Trainable mentally retarded
- C. Deaf and/or visually handicapped
- D. Regular class

IV - Teaching Level

- A. Primary
- B. Intermediate
- C. Junior high
- D. Senior high

Because of the complexities of the multiple analyses, the results will be presented in four sections, broken down as follows:

Section 1 - Results for Total Sample

Section 2 - Results by States

Section 3 - Results by Teaching Categories

Section 4 - Results by Teaching Levels

The reporting will be similar for each results section, with the respondent sample being categorized on the various dimensions.

RESULTS - TOTAL SAMPLE

Table 2 presents the demographic data for the total sample of 831 respondents. This table indicates that only 5% of the sample did not have college degrees, and of those who did, approximately 2/3 were at the BA level, and 1/3 at the MA level. Nearly 90% of all teachers responding were certified for their present teaching position, and the average total teaching experience was 10 years. The majority of the



respondents were teachers in special classes for the "mildly handicapped" (60%), followed by regular class teachers (25%), teachers of deaf and/or visually handicapped (10%), and teachers of the trainable mentally retarded (5%). Primary and intermediate teachers made up approximately 78% of the sample, with the remaining 22% being at the junior and senior high school level.

Insert Table 2 about here

In a special question designed to elicit teachers' attitudes about their "general teaching situation," 31% of the teachers rated their general situation "good," 59% rated it "average," and 10% rated it "poor." The descriptive adjectives were defined as follows in the questionnaire instructions:

- 1. The general conditions are good. Any material desired is available. Supervisory and consultive services are appropriate and sufficient. Favorable working conditions exist.
- 2. The general conditions are average. Some, but not all, materials are available. Supervisory and consultive services offer assistance but could not be described as satisfying all needs. Working conditions are acceptable, yet not entirely satisfactory.
- 3. The general conditions are poor. Very few materials are available. Supervisory and consultive services are limited. Working conditions are inadequate.

With regard to specific problems in teaching, Table 3 presents mean ratings for sections of the survey pertaining specifically to the teacher's role in the classroom. A mean for each section is listed, and the sections are ranked from 1 (most difficult) to 13 (least difficult) in the adjoining column.

Insert Table 3 about here

DEMOGRAPHIC DATA FOR THE TOTAL SAMPLE OF TEACHERS

	REGULAR CLASS	DEAF AND/OR VISUALLY HANDICAPPED	TMR	MILD HANDICAP	TEACHING CATEGORY			NO	YES	CERTIFICATION	MA+	MA	BA+	BA	LESS THAN BA	LEVEL OF PREPARATION	
***************************************	201	77	41	481				89	679		251		513	36		أستنتياني وسيون	N
	25	10	ن.	60				12	88		31		64	۲.			%
		3 = POOR	2 = AVERAGE	1 = GCOD	GENERAL TEACHING CONDITION	SENIOR HIGH	JUNIOR HIGH	INTERMEDIATE	PRIMARY	TEACHING LEVEL		MEAN TOTAL TEACHING EXPERIENCE	75TH PERCENTILE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE	
		76	469	250		95 .	77	267	346	N		10,3	15	∞	ω		NUMBER OF YEARS
		10	59	31		12	10	34	44	2-6							LRS
									12	<u>}</u>							



RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR THE TOTAL SAMPLE OF TEACHERS

XI	VΧ	VΙΧ	XIII	XII	XI	×	VIII	VII	VI	٧	īv	111	II	
INSTRUCTIONAL MATERIALS	CLASSROOM ARRANGEMENT AND MANAGEMENT	PSYCHOLOGICAL INFORMATION	PROFESSIONAL RELATIONSHIPS	PUPIL CHARACTERISTICS	PUPIL EVALUATION	SEATWORK	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	ARITHMETIC	READING	SPECIAL SUBJECTS	EXPERIENCE UNITS	
1.99	1.95	1.91	1.69	1.87	1.88	2.30	2.44	2.28	2.33	2.26	2.13	2.26	2.12	MEAN
	9	10	13	12	11	ω	1	4	2	G	7	U	œ	RANK
		 -		 :-	1	3								

It will be noted in Table 3 that the most difficult area for the teachers in the total sample was the area of social studies, followed by language arts, seatwork, science, arithmetic, and special subjects in that order. An interesting finding is that sections XI through XV, dealing with pupil personnel and professional relations problems as opposed to direct instruction, were rated <u>least</u> difficult by the responding teachers, indicating a prime concern with problems in direct instruction of children.

Within each section of the survey, means were computed for each individual item and a ranking of items within each section was done. In Tables 4-9 section analyses are presented for the top six sections in terms of teacher difficulty, as listed above.

Insert Tables 4-9 about here

Results of section analyses for the five areas of difficulty indicate the following:

1. In the area of social studies, the four most difficult items to teach were union membership, fringe benefits, sex education, and government. These areas, while being most difficult, also drew a rather large percentage of "not appropriate" responses, ranging from 40% for sex education to 69% for union membership. The latter percentage undoubtedly represents, to some extent at least, an elementary vs. secondary teacher split. Even with the high not appropriate figures, however, these findings indicate relative difficulty in teaching these subjects among teachers who are attempting to do so.



APPROPRIATENESS, MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

Home and family
Community
Safety
Health
Government
Local current events
State current events
National current
Use of news media
Historical events
Sex education
Law and authority
Use of leisure time
Inter-intracity travel
Grooming
Work habits/attitudes
Job aspirations
Job application process
Fringe benefits
Union membership

APPROPRIATENESS, MEANS, AND RAME ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUATE ARTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

 -	1	. =			•		~	1.3	к.	<u></u>			
11. 1	10. 1	9. I	8,	7. T	ъ ъ	5. 0	. 4	ω -1	2. 0	1. L			
Business Forms	Written Self-Expression	Letter Writing	Following Directions	Use o	Spelling	Cursive Writing	Manuscript Writing	Improving Ural Self-Expression	Oral Vocabulary Development	Listening skills			
le ss	en S	r Wr	wing	of Telephone	ing	ve W	cript	ving	Vocat	ning			
Forms	elf-E	lting	Dire	lepho		citin	: Wri	ural	ular	skil			
-	xpre	•	ctio	ne		ĴĠ	ting	Sel	y De	1s			
	ssio1		ns					f–Ext	velor				
	Þ							ress	ment				
								ion	,-				
													Ì
												_	
62	26	28	00	34	18	29	23	∞	7	<u></u>	ò	Meth %	V/N
								8 2.38	7 2.23	8 2.23		et	N/A Teach
2.62	2.73	2.34	2.31	1.97	2.21	2.13	2.00	2.38	2.23	2.23	flean	'	N/A Teaching
												Bank	ching
2.62 2	2.73 1	2.34 4	2.31 5	1.97 11	2.21 8	2.13 9	2.00 10	2,38 3	2.23 6	2.23 6	rlean Kank	Bank	ching
2.62	2.73	2.34	2.31	1.97	2.21	2.13	2.00	2.38	2.23	2.23	flean	Bank	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching
2.62 2	2.73 1	2.34 4	2.31 5	1.97 11	2.21 8	2.13 9	2.00 10	2,38 3	2.23 6	2.23 6	rlean Kank	Student Act	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching
2.62 2 2.63	2.73 1 2.63	2.34 4 2.33	2.31 5 2.44 4	1.97 11 2.16	2.21 8 2.24	2.13 9 2.18	2.00 10 2.12	2.38 3 2.46	2.23 6 2.38	2.23 6 2.44	nean Kank Rean	Bank	ching

DIFFICULTY WITH SEATWORK AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

TARLE 6

	Science ·	Social Studies	Reading	Language Arts	DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED: Arithmetic	Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DESTROING SEATWORK ON DIFFERENT ABILITY LAVELS: Arithmetic	Science	Social Studies	Reading	Långuage Arts	DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN: Arithmetic	
A	2.73	2.59	2,17	2.28	2.15	2.84	2.65	2.02	2.22	1.95	2.76	2.46	1.93	2.09	1.73	MEAN
	ω	5	9	7	10	1	4	12	∞	13	2	6	14	11	15	RANK
		- ,,,														

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SCIENCE AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

TAR'E 7

					œ	7.	6.	5.	4.	ω	2.	}4 •			
		1			Conservation of Natural Resources	Water	Air	Sun, earth, moon	Animals	Plants	Seasons of the Year	Weather			
					28	25	25	25	22	22	23	22	89		N/A
					2.33	2.21	2.33	2.28	1.92	2.05	1.86	1.95	Mean	Content	Determine
			 		1	4	H	w	7	U	8	6	Rank	1"	ine
				<u>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</u>	2.67	2.51	2.60	2.57	2.24	2.31	2.27	2.41	Mean	Student Activities	Materials
•					۲	4	2	ω	∞	6	7	v	Rank	ctivities	and
ERIC Profitor Position for BIG	į.			18					,						

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	13.	12.	11.	10.	9.	œ	7.	6.	5.	4.	ω •	2.			
	Measurement	. Time	. Use of mcney	Ability Grouping	Concept of place values	Fractions and Decimals	Word Problems	Division	Multiplication	Subtraction	Addition	Readiness pro :am	Basal Arithmetic series		
	19	17	18	27	30	45	30	40	35	23	21	37	31	74	V/N
	2.32	2.14	2.08	2.13	2.49	2.53	2.80	2.15	1.93	1.78	1.65	2.07	2.09	Mean	
	2 4	6	-8	3 7	3	2	0 1	 -5	3 11	8 12	5 13	7 10	 	n Rank	Teaching Methods
	2,56	2.30	2.34	2.35	2.56	2.70	2.87	2.27	2.15	1.97	1.87	2.35	2.37	1-1	Materials Student A
	ω	9	00	6	ω	2	н	10	11	12	13	6	ъ	Rank	Materials and Student Activities
ÎC.		ī				19									

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

6. Physical education activities	5. Appropriate methods for teaching music	4. Appropriate music accivities	3. Materials for teaching art	 Appropriate methods for teaching art. 	1. Appropriate art activities	DO YOU EXPERIENCE DIFFICULTY IN SELECTION AND/OR OBTAINING:		
1.95	2.74	2.54	2.23	2.11	1.98		MEAN	
б	 1	2	w	4	ر. د		RANK	
20								

- 2. In the area of language arts, the three most clearly difficult areas were written self expression, business forms, and oral self expression. Many other items in this section could be listed as comparatively difficult, but the primary concerns seemed to center in areas of self expression.
- 3. In the area of seatwork, the emphasis was on developing social studies and science seatwork at varying ability and interest levels. Relatively little difficulty was expressed in the areas of arithmetic, language arts, and reading seatwork.
- 4. In the area of science, a rather interesting pattern emerged.

 The four most difficult items were conservation of natural resources, air, (sun, earth, and moon), and water. These were ranked comparatively more difficult than weather, seasons of the year, plants, and animals, indicating a possible emphasis on issues of ecology and space.
- 5. In arithmetic, the areas of most difficulty were word problems, fractions and decimals, concept of place values, and measurement. Not appropriate responses for these items ranged from 19% for measurement to 45% for fractions and decimals. Areas of least difficulty in arithmetic were the basic areas of addition, subtraction, multiplication, and readiness.
- In special subjects the primary problems were in selecting appropriate music activities and appropriate methods for teaching music. Problems in teaching art and physical aducation were secondary.

As a general rule, teachers' expressed greater difficulty in finding materials and student activities than in determining teaching



methods or content to be taught.

All items of interest from the tables of results cannot possibly be explored in this report, and only selected findings are being highlighted. Complete tables for the total sample can be found in Appendix B, however, for the perusal of interested readers.

Of special interest in the present study was the section on instructional materials. In this section, fourteen instructional materials were listed, chosen to cover both diagnostic and instructional materials across varied subject areas. Both well known and little known materials were chosen. In addition to these fourteen, a non-existent material was listed ("The Jefferson Program for Concept Development") to serve as a truth indicator for the ratings.

Teachers were asked to rate each material on a 1 to 5 scale, according to the following instructions:

- If you are not at all familiar with the material, you should check in the first space as follows: 1 X 2 3 4 5
- If you have heard of or read about the material, but have never seen it, you should check in the second space as follows:

If you have seen the material demonstrated or in use, you should check in the third space as follows:

If you have tried the material in your classroom, you should check in the fourth space as follows: __ 2__ 3__ 4<u>X</u> 5_

If you use (or have used) the material regularly in your classroom, you should check in the fifth space as follows: 1 2 3 4 5 X

Tuble 10 presents a mean rating for each material for the total sample as well as a ranking of all materials from 1 (most familiar) to



15 (least familiar).

Insert Table 10 about here

The results for this portion of the survey indicate that only three materials listed were reasonably familiar to the responding teachers. These three, in order of familiarity, are 1) Readers Digest Skill Builders, 2) Frostig Program for the Development of Visual Perception, and 3) Peabody Language Development Kits. For the remaining materials, means ranged from 1.37 to 2.13, and it should be recalled that a rating of 2 indicated that the teacher had "heard of or read about the material, but had never seen it." The fictional material finished last on the list (mean of 1.19, rank of 15) indicating that judgments on other materials were not grossly overestimated.

A final section of the questionnaire dealt with the availability and use of audio-visual equipment among teachers. These results are presented in Table 11, and are listed in percentages of negative responses. For example, column 1 lists the percent of respondents who did not have the listed equipment available, column 2 lists percentage of teachers not considering the equipment appropriate, and columns 3 and 4 list percentage of respondents having difficulty with operation of equipment or finding materials for use with equipment.

Insert Table 11 about here

The generally low percentages listed in Table 11 indicate a general lack of problems in the area of audio-visual equipment. Some exceptions can be noted, the most significant of which is with regard to



FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS BY THE TOTAL SAMPLE OF TEACHERS

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR THE TOTAL SAMPLE OF TEACHERS

WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMED MATERIALS FOR USE WITH THE BASIC SKILLS? YES	PROG. INST. MATERIALS	DISPLAYS	MODELS	POSTERS	PICTURES	RELATED MATERIALS	CAMERA	PHONOGRAPH	OVERHEAD PROJECTOR	OPAQUE PROJECTOR	TAPE RECORDER	FILM STRIP PROJECTOR	SLIDE PROJECTOR	MOTION PICTURE PROJECTOR	EQUIPMENT	
7	31.2	26.9	27.6	20.1	17.3		47.2	13.0	18.0	30.0	14.0	10.8	15.2	11.7		AVA
750 31	3.7	5.1	5.3	3,9	ູນ		12.2	4.7	10.0	12.9	3.7	5.5	8,9	10.0		APPROP
96%	0	0	0	0	0	"	3.9	1.4	4.6	5. 8	4.1	2,7	2.5	10.6	***************************************	OPERATION
4%	9.9	7.2	7.1	6.4	6.0		8.2	10.5	21.7	11.4	11.0	9.5	11.3	11.0		MATERIALS
							25	<u>, </u>					··· <u>·</u>			



programmed materials. This 'tem was included in this section for lack of a more reasonable placement, and 31% of the respondents indicated that programmed instructional materials were not readily available to them. In a separate question, 96% of teachers responding indicated that it would be helpful to have available programmed materials for use in teaching basic skills. Thus, in the area of programmed materials, there seems to be a discrepancy between need and availability.

This section has presented the major findings of the survey for the total sample of responding teachers. Because there is a general consistency of findings across all analyses, these results will not be reported in the same datail as has been done for the total sample. In each subsequent results section, tables will be included presenting demographic data, section means and ranks, and means and ranks on instructional materials. A general discussion will then be presented with regard to the findings for that subanalysis, with an emphasis on comparisons of groups within the analysis, as well as comparison of results for the sub-analysis with results for the total sample. For each sub-analysis, complete results tables will be included as appendices to this report. Because of space considerations, the reader will be referred to the appendices for section analysis tables for the remainder of the report.

RESULTS BY STATES

In this section, results are discussed for sub-analyses done between and within states. Data are presented on eight separate groups of teachers, Oregon urban, Oregon rural, Idaho, Washington, Alaska community, Alaska bush, Hawaii Oahu, and Hawaii neighboring islands.



Tables 12 through 14 present the following information on these groups of teachers:

Table 12 - Demographic Data

Table 13 - Section Means and Ranks

Table 14 - Instructional Materials Means and Ranks

Insert Tables 12-14 about here

In terms of demographic data, there are a few observable differences between groups of teachers. Comparatively, Hawaii has fewer certified teachers than the other states. A slight difference can be observed between urban and rural Oregon teachers at the MA level. Otherwise, no consistent differences emerge.

With regard to teaching conditions, the results roughly correspond to the total sample with the exception of three groups, who rated their teaching conditions poor in relation to the total sample. Groups with low percentages of "good" ratings of teaching conditions were Idaho (12%), Hawaii cuter island (11%), and Alaska bush (19%). The group with the highest percentage of "good" ratings was Oregon urban teachers (44%), indicating a possible relationship between population density and general teaching condition.

With regard to section means and rankings, it is difficult to generalize across eight groups. Table 12 clearly indicates, however, that areas of direct instruction were most important to all eight groups of teachers, and a perusal of the table will indicate that areas of consistent concern were social studies, seatwork, science, and language arts. These four areas ranked in the top five for nearly all groups of teachers. Other specific areas of difficulty were arithmetic, which was the top concern of Alaska community



DEMOGRAPHIC DATA FOR STATES

REGULAR CLASS	DEAF AND VISUALLY HANDICAPPED	RETARDED	TRAINABLE MENTALLY	MILD HANDICAP	TEACHING CATEGORY			NO	YES	CERTIFICATION			M.A. / M.A.+	B.A. / B.A.+	LESS THAN B.A.	LEVEL OF PREPARATION		
64	38	ω		133				9	231				105	145	4		z	ORE
27	16	-		56				4	96				41	57	2		39	_
21	T	i I		19				μ.	39	-			∞	28	4		z	ORE
52	I	l		48				w	98				20	70	10		~	₽.
1		Сı		22				4	27				ъ-	28	5		z	онал
ļ		14		86				<u>1</u> 3	87				w	82	15		%	
28	25	19		181				23	218				73	183			z	WASH.
11	10	∞		72				10	90				28	69	<u>ω</u>		8	•
	3 = POOR	2 = AVERAGE	1 = GOOD	CONDITION	GENERAL TEACHING	SENIOR HIGH	JUNIOR HIGH	INTERMEDIATE	PRIMARY	TEACHING LEVEL		MEAN TOTAL TEACHING EXPERIENCE	75TH PERCENTILE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE		
	15	123	107			30	22	103	94	, -	N	12.6	19	10	4			ORE
	6	50	44			12	9	41	38		%	 Ø.						u.
	ω	24	12	•		(L)	ن	18	14		z	 12.8	21	10	ω		NUMBER	ORE
	∞	62	31			8	13	45	35		%	<u> </u>		<u> </u>	<u></u>		BER OF	R.
	ω	27	4		-	5	4	10	17		z	7	13	ر.	—	<u> </u>	YEARS	ІЛАНО
	9	79	12			14	E	28	47		%	 7.6			<u>.</u>		RS	HO
	20	157	78			30	17	84	136		Z	9.3	14	6	ω			WASH
	00	62	31			11	6	31	51		%	ω 						



יים ודי יובי ודי ודי ודי ודי ודי ודי ודי ודי ודי וד	TEACHING CATEGORY	NO.	CERTIFICATION	M.A. / M.A.+	B.A. / B.A.+	LESS THAN B.A.	LEVEL OF PREPARATION		
61 7 4 13 1		49 66 25 34		26 34		H			HAWAII OALU
78 5 17		- A		4				/o	
3 15		8 9		7		2		Z	HAVAII
83 17 0		53 47		39	50			%	
21 6 1		22 1		9	17	0		z	ALASKA COMM.
75 21 4		96		35	65	5		%	
13 1 0		22		6	16	0		z	ALASKA BUSH
59 0 36		0 100		27	73	0		%	KA
CONDITION 1 = GOOD 2 = AVERAGE 3 = POOR		PRIMARY INTERMEDIATE	TEACHING LEVEL	75TH PERCENTILE MEAN TOTAL TEACHING EXPERIENCE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE		
23 6	12	36 19	z	9	7	ω			IIVAIII
31 61	16	47 25	%	9.9		<u> </u>			II
15 1	2 2	σ &	z	16 11.2	9	4	<u> </u>	MUN	HAWAII
6 83 11	11	33	%	.2				- 1 -	TST
15	н с	16 3	z					OF YEARS	ALASKA
36 60	20 4	64 12	84	4.7	4	2		RS.	SKA
4 10 7	4 1-1	89 . 65	z	9 13				F	ALASKA BUSH
19 48 33	20	32 42	8	9 is	7	w			KA



RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR STATES

																- 1		ı
XI			ΧV	XIV	XIII	XII	XI	×	VIII	VII	VI	⋖	VI	III	II			
INSTRUCTIONAL MATERIALS			CLASSROOM ARRANGEMENT AND MANAGEMENT	PSYCHOLOGICAL INFORMATION	I PROFESSIONAL RELATIONSHIPS	PUPIL CHARACTERISTICS	PUPIL EVALUATION	SEATWORK	[SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	ARITHMETIC	READING	SPECIAL SUBJECTS	EXPERIENCE UNITS			
			` .													 =	-	$\frac{1}{2}$
2.10	MEÁN		1.92	1.78	1.54	1.81	1.89	2.22	2.32	2.23	2.19	2.10	1.97	2.14	2,06	 NEAN		OREGON URBAN
10	M		9	12	13	11	10	Ų	1	2	4	6	8	5	7	RAIK		RBAN
	M		1.96	1.76	1.50	1.81	1.79	2.14	2.28	2.04	2.22	2.14	1.95	1.94	2.00	TEAN		OREGON
1.97	MEAN		œ	12	13	10	11	w	н	5	2	w	7	. 9	6	 ZANK		RURAL
2	3	•	2.28	2.16	1.93	1.95	2.15	2.66	2.66	3.03	2.68	2.77	2.41	2.31	2.47	HEAN		OHAGI
2.21	MEAN		9	10	13	12	11	4	4	Ľ	w	2	7	8	6	RANK		HO
2.	运		2.12	1.87	1.70	1.82	1.85	2,38	2.53	2.24	2.35	2.34	2.18	2.19	2.04	TEAN		WASHINGTON
2.00	MEAN		<u> </u>	10	13	12	11	2	Н	5	w	4	7	6	ø	RANK		GTON
	ليبيا	 														 		_

																	T	·—
IX			VX	AIX	IIIX	IIX	XI	×	VIII	VII	VI	٧	IV	III	Ħ	<i>•</i>		į.
INSTRUCTIONAL MATERIALS			CLASSROOM ARRANGEMENT AND MANAGEMENT	PSYCHOLOGICAL INFORMATION	PROFESSIONAL RELATIONSHIPS	PUPIL CHARACTERISTICS	PUPIL EVALUATION	SEATWORK	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	ARITHETIC	READING	SPECIAL SUBJECTS	EXPERIENCE UNITS			
2.17	MEÁN		1.79	1,90	1.56	1,80	1.64	1.97	2.12	2.13	2.24	2.10	2.12	2.01	1.90		MEAN	HVMII
17	ĀŅ		11	00	13	15	12	7	w	2	 	5	ω	6	&		RANK	ОАНИ
1.94	MEAN		2.15	1,90	1.66	2.02	2.01	2.39	2,40	2.38	2.38	2.21	2,09	2.35	2.24		TEAN	НАМЛІ
94	, AM		89	12	13	10	11	2	Н	ω	ω	7	9	ن	6		RANK	OUT ISL
2.05	MEAN		1.89	1.95	1.83	1.67	1.89	2.56	2.56	2,25	2.44	2.58	2.34	2.35	2.16		MEAN	ALASKA
05	VN		10	9	12	13	10	2	2	7	4	~	σ	ъ	œ		RANK	COMM.
1.89	YE.		2.16	1.97	2.00	2.13	2.15	2.43	2.64	2.49	2.40	2.26	2.32	2.55	2.24		HEAN	ALASKA
89	MEAN	,	9	13	12	11	10	4	- -	ω	٠,	7	6	22	œ		RANK	BUSH
والمراجع فالمناطق المراجعين																		



FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR STATES

1 X2 3 4 1 2 X3 4	K			•	materials named. The scale was to be marked as follows:	
eir familiarity	d to their	with regard	scale w	point	*In this section teachers were asked to respond on a fixed	
1.46	13	1.34	10	1.69	Distar Language Program	15.
1.57	7	2.05	7	1.93	Open Court Reading Program	14.
1.41	#	1.41	14	1.45	Cain-Levine Social Competency Scale	13.
1.57	∞	1.72	∞	1.83	Wepman Aud! cory Discrimination Test	12.
1.71	6	2.15	ر.	2.24	Durrell Reading Capacity and Achievement Test	11.
1.79	15	1.56	9	1.82	Basic Concept Inventory	15.
1.18	14	1.13	15	1.16	Jefferson Program for Concept Development	9.
1.34	14	1.13	10	1,69	Captioned films for the deaf	<u></u>
2.12	9	1.69	12	1.64	Finding Your Job (Finney Co.)	7.
3,43	4	2.26	6	1.98	Money Makes Sense & Using Dollars and Sense	6.
3.79	<u> </u>	3.46	⊢	3.61	Readers Digest Skill Builders	5.
2.49	۷.	2.18	4	2,25	Simplified Reading Readiness Program	4.
3.09	2	2.72	2	2.89	Frostig Program for the Development of Visual Perception	ψ
1.36	12	1.39	13	1.54	Fitzhugh Plus Program	2.
ယ 83	ω 	2.45	ω	2.85	Peabody Language Development Kits	<u> </u>
MEAN	RANK !	MEAN 1	RANK	MEAN		
OHADI	URAL	OREGON RURAL	URBAN	ORECON		



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•		 .						·····	<u> </u>	: :: <u></u>		<u>-</u>					
	15.	14.	13.	12,	11.	19.	9.	œ	7.	6.	٠,	4.	ψ	2.	:		
*In this section teachers were asked to remand on a fire	Distar Language Program	Open Court Reading Program	Cain-Levine Social Competency Scale	Wepman Auditory Discrimination Test	Durrell Reading Capacity and Achievement Test	Basic Concept Inventory	Jefferson Program for Concept Development	Captioned films for the deaf	Finding Your Job (Finrey Co.)	Money Makes Sense & Using Dollars and Sense	Readers Digest Skill Builders	Simplified Reading Readiness Program	Frostig Program for the Development of Visual Perception	Fitzhugh Plus Program	Peabody Language Development Kits		
ad and at	2.03	1.38	1.44	2.30	2.06	1.56	1,25	1.61	2.13	2.44	3.00	2.32	3,25	1.59	3.20	MEAN	IIWHYII
	9	14	13	6	∞	12	15	10	7	4	ω	۲.	н	H	2	RANK	II OAIU
	1.59	1.47	1.31	1.71	1.77	1.47	1.12	1.18	1.77	2.06	3, 31	2.31	2.94	1.33	2.94	MEAN	TUO IIAWH
	9	10	13	œ	6	10	15	14	5	υı	j 4	4	22	12	2	RANK	SI TUO
	1.52	1.56	1.26	2.15	2.12	1.36	1.23	1.39	1,55	1.89	3,20	2.13	3.64	1.54	3,23	MEAN	ALASKA
114 224	11	9	14	4	6	13	15	12	∞ 	7	ω	v	H	10	2	RANK	COMM.
	1.32	1.55	1.36	1.86	1.91	1.73	1.05	1.36	1.46	1.91	3,46	1.77	2.68	1.38	2.73	MEAN	ALASKA
	14	9	12	6	4	8	15	12	10	4	ы	7	ω	11	2	RANK	BUSH
							_3	3									

*In this section teachers were asked to respond on a fixed point scale with regard to their familiarity with the materials named. The scale was to be marked as follows: Not familiar with the meterials $1 \times 2 \times 3 \times 4 \times 5$. Have read or heard about $1 \times 2 \times 3 \times 4 \times 5$. Have seen demonstrated or in use $1 \times 2 \times 3 \times 4 \times 5$. Use the material regularly Have tried the material



teachers and the number two difficulty of Idaho teachers, and reading, which was the third area of difficulty for Hawaii Oahu respondents.

Alaska bush teachers rated special subjects as the second most difficult teaching area.

In examining the section tables (see Appendix C) for these groups, the results generally reflect those reported for the total sample.

One interesting difference is found in the area of science in which, as might be expected, Hawaii teachers expressed difficulty in teaching seasons of the year. In the area of reading, the major difficulty for Hawaii Oahu teachers was in reading comprehension, followed by supplemental and recreational reading.

With regard to instructional materials, the total sample results held true for all groups. In all cases but one, the three most widely known materials were the Peabody Language Development Kits, Frostig Visual Perception Materials, and Readers Digest Skill Builders. The single exception was Idaho teachers, who ranked Money Makes Sense & Using Dollars and Sense in the number three position, ahead of the Frostig materials. In all cases, there was a substantial jump from familiarity level with these three materials to familiarity with the others. In all groups, the fictional material was at, or near, the bottom of the list with regard to familiarity.

The mean familiarity ratings ranged from 1.89 for Alaska bush teachers to 2.21 for Idano teachers, and an urban/rural differential appeared to be present in Oregon, Alaska, and Hawaii. While this difference in familiarity in favor of urban groups was consistent across all three states however, it was not great in magnitude, with the mean differences ranging from .23 in Hawaii to .13 in Oregon.



With regard to availability of audio-visual equipment, there was not a great deal of variability between or within states. An expected urban/rural differential materialized only in Hawaii, where more outer-island teachers reported audio-visual equipment not available than did Oabu teachers. The differential was present to some extent among Alaska teachers, though not so strikingly as in Hawaii, being confined to only certain pieces of equipment such as opaque projectors and cameras. As a rule, Idaho teachers reported greater difficulty in availability of equipment than mainland teachers in Oregon and Washington.

Thus, with few exceptions, the results were consistent across states, particularly with regard to ranking of areas of instructional difficulty. As expected, some urban/rural differentials were found with regard to teacher characteristics, familiarity of instructional materials, and availability of audio-visual equipment.

RESULTS BY TEACHING CATEGORIES

In this section, results will be presented for four categories of teachers, including teachers of the mildly handicapped (educable mentally retarded, emotionally disturbed, learning disabled, and remedial reading), the trainable mentally retarded, deaf and/or visually handicapped, and regular classroom teachers. Tables 15 through 17 present the following information on these teachers:

Table 15 - Demographic Data

Table 16 - Section Means and Ranks

Table 17 - Instructional Materials Means and Ranks

Insert Tables 15-17 about here



DEMOGRAPHIC DATA FOR TEACHING CATEGORIES

TEACHING CATEGORY MILD HANDICAP TRAINABLE MENTALLY RETARDED DEAF AND VISUALLY HANDICAPPED REGULAR CLASS	NO	CERTIFICATION YES	LEVEL OF PREFARATION LESS THAN B.A. B.A. / B.A.+ M.A. / M.A.+
461	56	366	NILD HDCP. N 0 6 296 152
100	13	87	1 65 33
41	Ŋ	33	TMR N 8 8 24
100	13	87	20 20 59 22
77	5	66	DEAF BLIND N 0 0 34 4 43 5
100	∞	92	70 0 44 56
201	17	170	REG. CLASS N 27 20 173 35
100	9	91	11 69 20
GENERAL TEACHING CONDITION 1 = GOOD 2 = AVERAGE 3 = POOR	INTERMEDIATE JUNIOR HIGH SENIOR HIGH	TEACHING LEVEL PRIMARY	TEACHING EXPERIENCE 25TH PERCENTILE 50TH PERCENTILE 75TH PERCENTILE MEAN TOTAL TEACHING EXPERIENCE
146 258 41	159 50 55	N 188	MILD HIDCP STATE OF THE PROPERTY OF THE PROPER
33 58	35 11 12	% 42	2
16 23 2	1 3 5	N	TMR NUMBER OF
		78	MBER 3 3 7.2
39 56	ω 8 13	8	
27 39	26 7 8	33 N	A DE
	26 7 8		DEAF BLIND OF YEARS 4 11 17 12.4
27	26 35 7 9 8 11	33 N	A DE

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING CATEGORIES

			··-													T	
IX		ΛX	VIX	IIIX	IIX	ΧI	×	VIII	VII	VI	۷	IV	III	II			
INSTRUCTIONAL MATERIALS		CLASSROOM ARRANGEMENT AND MANAGEMENT	PSYCHOLOGICAL INFORMATION	PROFESSIONAL RELATIONSHIPS	PUPIL CHARACTERISTICS	PUPIL EVALUATION	SEATWORK	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	ARITHMETIC	READING	SPECIAL SUBJECTS	EXPERIENCE UNITS			
2.19	MEAN	1.93	1.91	1.66	1.82	1.85	2.33	2.42	2.33	2.29	2.27	2.11	2.23	2.11		MEAN	PILD HANDICAP
19	ĀN	9	10	13	12	11	2	Н	. 2	4	5	7	6	7		RANK	NDICAP
1.97	MEAN	1,89	1.62	1.59	1.79	1.97	2.51	2.81	2.41	2.63	3.02	2.39	1.96	2.06		NVE).	TMR
97	AII	10	12	13	H	œ	4	2	Çi	w	۳	6	9	7		3AMK	
1.94	ME	1.89	1.77	1.65	1.86	1.92	2.17	2.61	2.24	2.62	2.23	2,35	2.09	2.05		HEAN	DEAF -
94	MEAN	10	12	13	11	9	6	2	4	ъ	Ui	ω	7	œ		RANK	BLIND
		2.04	2.12	1.80	2.02	1.95	2.26	2.45	2.20	2.34	2.22	2.13	2.45	2.23	Parameter State of the State of	HEA::	REGULAR
1,55	MEAN															RANK	CLASS

ERIC.

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FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING CATEGORIES

	 -																
	15.	14.	13.	12.	11.	10.	9.		7.	6.	5.		ω	2.	1		
*In this section teachers were asked to respond on a fixed materials named. The scale was to be marked as follows: Not Hav Use	Distar Language Program	Open Court Reading Program	Cain-Levine Social Competency Scale	Wepman Auditory Discrimination Test	Durrell Reading Capacity and Achievement Test	Basic Concept Inventory	Jefferson Program for Concept Development	Captioned films for the deaf	Finding Your Job (Finney Co.)	Money Makes Sense & Using Dollars and Sense	Readers Digest Skill Builders	Simplified Reading Readiness Program	Frostig Program for the Development of Visual Perception	Fitzhugh Plus Program	Peabody Language Development Kits		
point famili e read e seen e tried the ma	1.82	2.01	1.49	1.90	2.16	1.71	1.20	1.30	1.87	2.36	3.49	2.24	3.33	1.69	3.28	MEAN	ин стій
oint scale with reg amilian with the ma read on heard about seen demonstrated o tried the material he material regular	10	7	13	∞	6	Ħ	15	14	9	4	H	5	2	12	3	RANK	HANDICAP
scale with regard to an with the materials on heard about demonstrated or in us the material sterial regularly	1.74	1.77	1.47	1.65	1.75	1.46	1.13	1.31	1.44	1.87	2.53	2.08	3.30	1.42	3.78	MEAN	TMR
rd to erials in us	∞	σ	10	9	7	F	15	14	12	5	ω	4	2	13	1	RANK	∌
2 2 2 X2 Ir	1.38	1.36	1.36	1.77	1.65	1.41	1.22	3.80	1.43	1.58	3.10	1.92	2.77	1.36	2.31	MEAN	DEAF -
familiarity 3 4 5 X3 4 5 3 4 5 3 4 75 3 4 75 3 4 75 3 4 75 3 4 75	Ħ	12	12	6	7	10	15)	9	<u></u>	2	Ç	ω	12	4	RANK	BLIND
with	1.21	1.33	1.09	1.29	1.70	1.49	1.18	1.30	1.24	1,44	3.13	2.02	1.71	1.08	1.63	MEAN	REGULAR
the	12	&	14	10	4	6	13	9	111	7	H	2	ω	15	5	RANK	CLASS
\mathbb{C}^{*}									38	3							

The demographic data in Table 15 indicate few observable differences between the four groups of teachers. Comparatively more TMR and regular class teachers were teaching without BA degrees, but certification percentages did not differ. The average number of years teaching experience was slightly 1c r for teachers of TMR, and 76% of TMR teachers responding taught at the primary level. In terms of "general teaching condition," responses of the four groups were somewhat similar, though relatively fewer regular class teachers were willing to rate their general teaching condition as "good."

As can be seen in Table 16, section means and rankings were fairly consistent across groups, though some differences were found. Teachers of the mildly handicapped rated social studies as the number one area of difficulty, followed by science, seatwork, and language arts. Arithmetic qualified as the major area of difficulty for teachers of TMR, while regular class teachers chose special subjects as most troublesome. The only other exception to the rule was the ranking of reading as the third most difficult area by teachers of the deaf and/or visually handicapped.

In examining the section analysis tables (see Appendix C), the patterns again emerge which were present in the data from the total sample. In the area of social studies, the top ranking items center on job concerns (fringe benefits, union membership, etc.), sex education, and knowledge of government, and consistency is apparent across teaching categories. Difficulties in science focus on air, water, space, and conservation of natural resources with few exceptions, and the major seatwork difficulties are in the areas of social studies and science.

The top ranking given arithmetic by TMR teachers may be somewhat



misleading, since the most difficult items within that section were division, word problems, place values, multiplication, and fractions and decimals. While these were rated as very difficult to teach by a few teachers of TMR, 83-85% of the teachers rated instruction in these areas as not appropriate for TMR children. Thus, this mean was inflated by the responses of a very few teachers.

In rating special subjects as the number one area of concern, regular class teachers expressed difficulty in teaching music, art, and physical education in that order. In the area of language arts, regular class teachers rated business forms, listening skills, oral self expression, and following directions as difficult areas, differing somewhat with special education teachers over the relative difficulties in teaching written self expression.

Table 17 reveals some interesting findings with regard to familiarity with instructional materials across the four teacher categories. Teachers of the mildly handicapped and TMR reflect the total sample findings in evidencing general familiarity with only three materials, the Peabody Language Development Kits, Frostig Visual Perception Materials, and Readers Digest Skill Builders. As expected, teachers of the Deaf/Visually Handicapped are very familiar with Captioned Films for the deaf, due assumedly to knowledge and use of these films by teachers of the deaf. Surprisingly, teachers in this category are relatively unfamiliar with the Peabody Language Development Kits ($\overline{X} = 2.31$), a material of substantial possible use to them. Perhaps the major finding in this section, however, is the unfamiliarity of regular classroom teachers with all materials listed except Readers Digest Skill Builders. The mean familiarity rating for regular



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classroom teachers is 1.55, and only the Readers Digest Skill Builder is rated significantly above "2." Thus, it appears that regular classroom teachers are not all familiar with even the most popular special education materials.

With regard to availability of audio-visual equipment, the material is more readily available in special than in regular classes, though regular classroom teachers consider such equipment very appropriate for use with their children. The discrepancy between need for and availability of programmed instructional materials was present in all teaching categories.

Thus, few differences were observed between the four categories of teachers as defined in this section. Perhaps most notable is the limited knowledge of special education instructional materials among regular classroom teachers. Overall, the consistency of results across teaching categories was apparent.

RESULTS BY TEACHING LEVELS

A third subject categorization was done to obtain results across four teaching levels, primary, intermediate, junior high, and senior high. Some respondents, such as Alaska bush teachers, teach children at all levels, and were thus excluded from this analysis. Tables 18 - 20 present the following information for each for the four specified teaching levels:

Table 18 - Demographic Data

Table 19 - Section Means 1 Ranks

Table 20 - Enstructional Materials Means and Ranks

The demographic data presented in Table 18 indicate no substantial differences among the four groups of teachers on any characteristics.

Ratings of teaching conditions were consistent across teaching levels.



DEMOGRAPHIC DATA FOR TEACHING LEVELS

REGULAR CLASS	DEAF AND VISUALLY HANDICAPPED	RETARDED	ICAP	TEACHING CATEGORY			NO	YES	CERTIFICATION			M.A. / M.A.+	B.A. / B.A.+	LESS THAN B.A.	LEVEL OF PREPARATION		9
63	33	31	205				44	272				85	229	22		N	RIMAI
19	10	9	62				14	86				25	68	7		69	RR ———
67	26	ر.	160				21	225				93	155	∞		z	INTER- MEDIATE
25	10	.2	62				9	91				36	61	w	<u> </u>	%	ATE
7.5	7	ω	67				ເກ	65				24	43	2		z	JUNIOR HIGH
20	9	4	66				11	89				35	62	w		%	2
25	00	<u> </u>	56				16	76		=		31	59	ш		z	HIGH
28	9	۲	62				17	83	·, · ·			္သ	63	ω		%	SENIOR HIGH
	3 = POOR	u	1 = GOOD	GENERAL TEACHING	SENIOR HIGH	JUNIOR HIGH	INTERMEDIATE	PRIMARY	TEACHING LEVEL		MEAN TOTAL TEACHING EXPERIENCE	75TH PERCENTILE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE		
	25	201	105					346	7 2	Z		<u> </u>					PRIMARY
<u></u>	တ	61	32					100	*	9	9.9	15	7	u			ARY
	29	144	83				267		7	ž	H	17	9	4		NU	INI INI
	ä	56	32	<u> </u>			100		,	,	11.5						INTER-
	4	45	23			77			7	z						OF YE	
	σ		32			00			٥	9	co co	12	6	ယ		YEARS	JUNIOR HIGH
	9	54	29		95				2	z	ú	12	6	ω			SENIOR HIGH
	10	59	သ 2 2	······································	100		· · · · ·			•	9.4		*				IOR

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING LEVELS

																T	
	E-DO	VΧ	VIX	XIII	XII	XI	×	VIII	VII	VI	<	IV	III	11			
		CLASSROOM ARRANGEMENT AND MANAGEMENT	PSYCHOLOGICAL INFORMATION	PROFESSIONAL RELATIONSHIPS	PUPIL CHARACTERISTICS	PUPIL EVALUATION	SEATWORK	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	ARITHETIC	READING	SPECIAL SUBJECTS	EXPERIENCE UNITS			
ME.		1.93	1.92	1.68	1.88	1.90	2.36	2.51	2.33	2.32	2.38	2.08	2.15	2.13		MEAN	PRIMARY
ÎN		9	10	13	12	11	ω	H	4	G	2	&	6	7		RANK	
ME		1.94	1.85	1.65	1.87	1.86	2.23	2,49	2.20	2.33	2,19	2.15	2.28	2,10		19EAN	INTERMEDIATE
AII		9	12	13	10	11	4	μ	5	2	6	7	ω	∞		RANK	DIATE
ME		2.01	2.16	1.89	1.95	1.87	2.41	2,53	2.43	2.39	2.19	2.22	2.34	2,22	<u> </u>	HEAN	JUNIOR HIGH
VV.		10	9	12	11	13	ω	-	2	4	œ	6	ъ	6		RANK	HIGH
AE YE		2.03	1.94	1.71	1.87	1.85	2.29	2.26	2.46	2.45	2.21	2.37	2.66	2.04		MEAN	SENIOR HIGH
AN		9	10	13	11	12	5	6	2	<u></u>	7	4	н	8		RANK	E
	MEAN MEAN MEAN MEAN	MEAN MEAN	CLASSROOM ARRANGEMENT AND MANAGEMENT 1.93 9 1.94 9 2.01 10 2.03 MEAN MEAN	PSYCHOLOGICAL INFORMATION 1.92 10 1.85 12 2.16 9 1.94 CLASSROOM ARRANGEMENT AND MANAGEMENT 1.93 9 1.94 9 2.01 10 2.03 MEAN MEAN MEAN MEAN MEAN MEAN MEAN MEAN	PROFESSIONAL RELATIONSHIPS 1.68 13 1.65 13 1.89 12 1.71	PUPIL CHARACTERISTICS 1.88 12 1.87 10 1.95 11 1.87 I PROFESSIONAL RELATIONSHIPS 1.68 13 1.65 13 1.89 12 1.71 PSYCHOLOGICAL INFORMATION 1.92 10 1.85 12 2.16 9 1.94 CLASSROOM ARRANGEMENT 1.93 9 1.94 9 2.01 10 2.03 MEAN MEA	PUPIL EVALUATION 1.90 11 1.86 11 1.87 13 1.85 I PUPIL CHARACTERISTICS 1.88 12 1.87 10 1.95 11 1.87 II PROFESSIONAL RELATIONSHIPS 1.68 13 1.65 13 1.89 12 1.71 V PSYCHOLOGICAL INFORMATION 1.92 10 1.85 12 2.16 9 1.94 CLASSROOM ARRANGEMENT AND MANAGEMENT 1.93 9 1.94 9 2.01 10 2.03 MEAN MEAN	SEATWORK 2.36 3 2.23 4 2.41 3 2.29	11 SOCIAL STUDIES 2.51 1 2.49 1 2.53 1 2.26	SCIENCE 2.33 4 2.20 5 2.43 2 2.46 SOCIAL STUDIES 2.51 1 2.51 1 2.49 1 2.53 1 2.26 SOCIAL STUDIES 2.51 1 2.51 1 2.49 1 2.53 1 2.26 SOCIAL STUDIES 2.36 3 2.23 4 2.41 3 2.29 PUPIL EVALUATION 2.36 3 2.23 4 2.41 3 2.29 PUPIL CHARACTERISTICS 1.88 12 1.87 10 1.87 13 1.85 PROFESSIONAL RELATIONSHIPS 1.68 13 1.65 13 1.89 12 1.71 PSYCHOLOGICAL INFORMATION 2.93 2.99 2.01 10 2.03 CLASSROOM ARRANGEMENT AND MANACEMENT 2.93 9 2.01 10 2.03	LANGUAGE ARTS 2.32 5 2.33 2 2.39 4 2.45	ARITHETIC ARITHETIC ARIGUAGE ARTS 2.38 2.19 6.210 8.21 1.40 2.33 2.23 2.33 2.33 2.33 2.33 2.33 2.33 3.40 2.35	READDING READDING REARTHEETIC ARRITHEETIC 2.38 2 2.19 6 2.19 8 2.21 LANGUAGE ARTS SCIENCE SCIENCE 2.33 4 2.20 5 2.33 2 2.39 4 2.45 SCIENCE SCIAL STUDIES SEATNORK SEATNORK SEATNORK SEATNORK SPUPIL CHARACTERISTICS PROFESSIONAL RELATIONSHIPS PROFESSIONAL RELATIONSHIPS PROFESSIONAL RELATION MANACEMENT 1.90 11.88 12 1.87 10 1.87 13 1.85 PSYCHOLOGICAL INFORMATION 1.92 10 1.85 12 2.16 9 1.94 PSYCHOLOGICAL PROPERMIT AND MANACEMENT 1.93 9 1.94 9 2.01 10 2.03 MEAN ME	SPECIAL SUBJECTS 2.15 6 2.28 3 2.34 5 2.66 READING 2.08 8 2.15 6 2.28 3 2.34 5 2.66 ARTIFICIENT 2.08 8 2.15 7 2.22 6 2.37 ARTIFICIENT 2.38 2 2.19 6 2.19 8 2.21 LANGUAGE ARTS 2.38 2 2.19 6 2.19 8 2.21 LANGUAGE ARTS 2.23 5 2.33 2 2.39 4 2.45 SCIENCE 2.23 4 2.20 5 2.43 2 2.46 SCIENCE 2.33 4 2.29 1 2.24 2 2.46 SCIENCE 2.33 4 2.29 1 2.23 4 2.41 3 2.29 PUPIL CHARACTERISTICS 1.68 13 1.65 13 1.89 12 1.87 13 1.89	EXPERIENCE UNITS 2.13 7 2.10 8 2.22 6 2.04 SPECIAL SUBJECTS 2.15 6 2.28 3 2.34 5 2.66 READDING AUITHETIC LANGUAGE ARTS SCIENCE SCI	EXPERIENCE UNITS 2.13 7 2.10 8 2.22 6 2.04 SPECIAL SUBJECTS 2.15 6 2.28 3 2.34 5 2.66 READING ANTIPHETIC 2.08 8 2.15 7 2.22 6 2.37 ANTIPHETIC 2.08 8 2.15 7 2.22 6 2.37 ANTIPHETIC 2.38 2 2.19 6 2.39 4 2.45 SCIENCE SCIENCE SCIAL STUDIES SCIAL STUDIES SCIAL STUDIES SEATMORK PUPIL CHARACTERISTICS PUPIL CHARACTERISTICS PUPIL CHARACTERISTICS PROPESSIONAL RELATIONSHIPS 1.08 12 1.87 PROPESSIONAL RELATIONSHIPS 1.08 12 1.85 PUPIL CHARACTERISTICS 1.08 13 1.65 13 1.89 12 1.87 PROPESSIONAL RELATIONSHIPS 1.09 1.09 1.09 1.09 1.09 1.09 1.09 PROPESSIONAL RELATIONSHIPS 1.09 1.09 1.09 1.09 1.09 1.09 PUPIL CHARACTERISTICS 1.08 12 1.87 PROPESSIONAL RELATIONSHIPS 1.09 1.09 1.09 1.09 1.09 PROPESSIONAL RELATIONSHIPS 1.09 1.09 1.09 PROPESSIONAL RELATIONSHIPS 1.09 1.09 1.09	EXPERIENCE UNITS 2.13 7 2.10 8 2.22 6 2.04 SPECIAL SUBJECTS 2.15 6 2.28 2.15 2.16 2.28 2.29 2.20 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.38 2.21 2.39 4 2.45 2.45 2.50 2.43 2.24 2.45 2.45 2.46 2.41 2.41 2.41 2.42 2.45 2.45 2.46 2.47 2.48 2.48 2.48 2.49 2.49 2.49 2.40 2.40 2.41 2.41 2.41 2.41 2.42 2.46 2.46 2.47 2.48 2.48 2.48 2.48 2.48 2.49 2.49 2.49 2.40 2.40 2.41 2.41 2.41 2.42 2.46 2.46 2.47 2.48 2.48 2.48 2.48 2.49 2.49 2.49 2.49 2.40 2.41 2.41 3 2.26 2.46 2.41 2.41 3 2.29 2.46 2.41 3 2.29 2.46 2.41 3 2.41 3 2.29 2.46 2.41 3 2.41 3 2.29 2.46 2.41 3 2.41 3 3 2.29 3 3 4 2.41 3 3 3 4 2.41 3 3 3 4 2.41 3 3 3 4 4 4 4

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING LEVELS

	1			.								·	,			1	
	15.	14.	13.	12.	11.	10.	9.	8	7.	6.	5.	.4	ψ	2.	}-=== =		
*In this section teachers were asked to respond on a fixed materials named. The scale was to be marked as follows: No Hav Hav Us	Distar Language Program	Open Court Reading Program	Cain-Levine Social Competency Scale	Wepman Auditory Discrimination Test	Durrell Reading Capacity and Achievement Test	Basic Concept Inventory	Jefferson Program for Concept Development	Captioned films for the deaf	Finding Your Job (Finney Co.)	Money Makes Sense & Using Dollars and Sense	Readers Digest Skill Builders	Simplified Reading Readiness Program	Frostig Program for the Development of Visual Perception	Fitzhugh Plus Program	Peabody Language Development Kits		
e ve	1.77	1.85	1.38	1.95	1.95	1.64	1.19	1.57	1,36	1.65	2.95	2.19	3.28	1.47	3,29	MEAN	PRIMARY
it scale with liar with id or hear in demonsted the material	8	7	13	۷.	٠.	10	15	11	14	9	ω	4	2	12	–	RANK	Y
point scale with regard to familiar with the materials read or heard about seen demonstrated or in us tried the material the material regularly	1.63	1.88	1.38	1.76	2.16	1,68	1.19	1.54	1.54	1.88	3,59	2.05	2.85	1.48	2.78	MEAN	INTERMEDIATE
~ ~ •	10	6	14	<u></u>	4	9	15	H	Ħ	6		ъ	2	13	ω	RANK	DIATE
2 2 2 X T	1.61	1.78	1.45	1.58	1,76	1.71	1.24	1.77	2.00	2.95	3,55	2,52	2.55	1.69	2.38	MEAN	JUNIOR
familiarity 3 4 5 X3 4 5 3 X4 5 3 4 X5 3 4 5 X	12	7	14	13	9	15	15	8	6	2	j	4	ω	Ħ	5	RANK	нісн
with	1.41	1.32	1.39	1.53	1.65	1.47	1.18	1.42	2.67	2.89	3.42	2.09	1.89	1.38	2.18	MEAN	SENIOR 1
the	11	14	12	œ	7	9	15	10	ω	2	H	٥	δ.	13	4	RANK	HIGH



Table 19 indicates a general consistency across levels in the ranking of survey sections. Again, in all cases, areas of direct instruction are rated more difficult than sections dealing with pupil personnel and professional relations. Social studies ranked as the most difficult area of instruction for all but senior high school teachers, who rated special subjects as most troublesome. Other areas of consistently high difficulty across groups were language arts and seatwork. Science was rated high in difficulty by junior and senior high school teachers, while primary teachers indicated arithmetic as the number two area of concern.

In examining the section analysis tables (see Appendix D), it appears that the results are highly consistent across the primary, intermediate, and junior high school levels, reflecting generally the results as reported earlier for total sample. At the senior high level, however, some different patterns emerge in selected areas of instruction. For example, in the area of science, the results are very mixed, and the dichotomy high existed for other groups between teaching about air, water, space, and conservation as opposed to weather, seasons, plants, and animals is not present. The primary difficulty in area of science is finding appropriate materials and student activities, as opposed to determining content to be taught.

In social studies, senior high teachers rate sex education, historical events, and government as the three most difficult areas, followed by vocational topics such as job aspirations, fringe benefits, and union membership. At this level, proportionately fewer teachers (20%) indicated that sex education was inappropriate subject matter for their students.



With regard to instructional materials, there was little overall difference in familiarity across the four groups. Mean familiarity ratings ranged from .91 for senior high school teachers to 2.09 for junior high teachers. There were slight differences, however, in familiarity for specific items across levels. As can be seen in Table 20, familiarity with the Peabody and Frostig Materials decreased as age of students increased. Familiarity with Readers Digest Skill Builders, on the other hand, remained relatively constant across teaching levels. Some materials not generally well known, such as Money Makes Sense, Dollars and Sense, and Finding Your Job, were rather familiar to teachers at the upper age levels. Overall, however, the very low level of familiarity with the majority of materials listed held true across all groups.

There were no substantial differences across teaching levels with regard to availability of audio-visual equipment and related materials, and all groups indicated a desire to have available programmed materials for use with the basic skills.

DISCUSSION

Perhaps the most striking result of the survey is the consistency of findings across states, teaching categories, and teaching levels.

Many of the observed numerical differences between section means seem small, but the consistent ordering of sections makes conclusions clear and forthright. In general, it can be said that teachers' major problems are centered in areas of direct instruction, as opposed to pupil characteristics, professional relationships, psychological information, and classroom arrangement and management. Within areas of direct instruction, those which present the greatest difficulty are social studies, language arts, seatwork, and science followed by



arithmetic, special subjects and reading.

Section analyses indicated that consistencies were present within sections across groups as well. These consistencies can be summarized as follows for specific sections:

- 1. In social studies, the three areas of most concern were vocational training (fringe benefits, union membership, etc.), sex education and government. The vocational items received a rather large percentage of "not appropriate" responses, (65-70%), while sex education and government were rated "not appropriate" by approximately 40% of the respondents. Thus, these subjects are not being taught by many teachers, but are of considerable difficulty to those who choose to teach them.
- 2. In language arts, the areas most consistently ranked as difficult were written and oral self expression, business forms, following directions, and letter writing. These results, particularly for the first three areas, generalized across teaching categories and teaching levels.
- 3. With regard to seatwork, teachers' difficulties were centered in the areas of science and social studies, as compared to arithmetic, language arts, and reading. This finding, too, held true across teaching categories and levels.
- 4. In the area of science, teachers' concerns centered on conservation of natural resources, air, water, and space, as opposed to weather, seasons, plants, and animals. This is interpreted as an interest in teaching children about ecology and space, but a lack of materials and a knowledge base for doing so.



A general finding with regard to section analyses is that when teachers were asked to rate difficulty in specific areas with regard to determining content and finding materials and student activities, the latter was universally rated as the more difficult of the two tasks. This indicates that the services of an Associate SEIMC, both in offering training and in loaning materials, can be most helpful to teachers in meeting these subject matter needs.

With regard to instructional materials, it can be concluded that teachers in general knew only three of the fourteen materials presented. The only well known materials on the list were the Peabody Language Development Kits, the Frostig Program for Development of Visual Perception, and the Readers Digest Skill Builders. Among regular classroom teachers, the lack of knowledge of materials was even more pronounced, with the Readers Digest Skill Builders being the only familiar material among those listed. This clearly indicates that a function of Associate SEIMC's in the future must be to familiarize teachers with a broad range of instructional materials. In view of the present movement toward regular class maintenance of children traditionally labeled "exceptional," it is imperative that regular class teachers' almost complete lack of familiarity with special education materials be corrected. This implies much more emphasis on serving regular education teachers than is present in many Associate SEIMC's.

From the section on audio-visual materials, it appears that the majority of teachers' needs are being met in this area. The single exception is with reference to programmed materials which are not readily available to 31% of respondents, but are desired by 96%.



This finding has implications for Associate and Regional SEIMC's with plans for engaging in materials development activities.

This report has directly touched on only a fraction of the data available from the survey, and to do more would tax the physical limits of the authors and strain the patience of the reader. It is hoped, however, that use of these data will not be limited by the scope of this report. Full tables are included as appendices to the report, and readers are invited to peruse them, abuse them, but most certainly use them.

The primary purpose of this survey was to provide useful data to Associate SEIMC's in the Northwest region, to enable them to better serve teachers. The data presented herein are useful not only to Associate SEIMC's, but to innumerable other service agencies which deal with teachers in the five-state area. The results have been used, and hopefully will continue to be of help in enabling teachers to deal more effectively with the children with whom they come into contact. Only in this way will it have been worth the countless hours of teacher time involved in completing and returning 831 questionnaires. Teachers have provided us with 2 wealth of information regarding their needs; let us now move to translate this information into action.



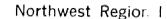
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APPENDIX A
Survey Questionnaire





SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Serving: Alaska, Guam, Hawaii, Idaho, Oregon, and Washington

Clinical Services Building, University of Oregon

Eugene, Oregon 97403 (103) 342-1411 ext. 2885

Dear Sir:

The Northwest Regional SEIMC has, for the past four years, attempted to develop innovative ways of serving teachers in our five state region. Our basic purpose has been to meet the needs of classroom teachers as they are involved in the very difficult task of educating young people. At this point in time, the focus of the NWSEIMC is shifting away from direct service to practitioners, and we are in the process of building a program of applied educational research. Our aim is to do research which is relevant to your concerns in teaching children.

As we shift from service to research functions, Associate SEIMC's are developing and becoming operational within each state of the region. These centers, coordinated by their respective State Departments of Education, are assuming the service role and have as their primary function the offering of meaningful information and materials to teachers in their areas. You will find enclosed with this material a list of all functioning Associate SEIMC's in the Northwest region, and we urge you to contact the one nearest you if you have not done en already.

For Associate Centers to serve your needs, such needs mus: be made known. You will find enclosed a questionnaire which is designed to elicit information concerning your instructional needs. The purpose of the questionnaire is to determine areas in which you feel that assistance is most needed. The majority of the Associate SEIMC's in the region have agreed to hold at least three workshops next year, the topics to be determined by your response to this survey. Countless other Associate Center activities will be centered around these results. We sincerely hope that you will help us provide meaningful data through your response to the questionnaire.

The survey form will require approximately 60 to 90 minutes to complete, and you may want to do it in two separate sittings. We wish to assure you that all responses will be kept confidential, and only group data will be reported and distributed.

Thank you in advance for your cooperation in this endeavor; we are sure that your response will be mutually beneficial to you and to your Associate Center.

Sincerely,

Sincerely,

Sincerely,

Wayne D. Lance, Director

WDL/MSL/dg

SURVEY OF CURRICULUM PRACTICES

The Northwest Regional SEIMC was established in 1966 to serve the needs of teachers in a five state region, with regard to availability and understanding of instructional materials. This function is being centinued and expanded at the present time, through establishment of Associate Centers in each state of the region. In order to best meet your needs for materials, workshops, in-service training, etc., it is necessary to solicit suggestions from you, the teacher. This question aire is being distributed so that you may play a major role in determining the kinds of programs and services to be offered by the Associate Center in your area. Every attempt has been made to identify areas of methodology, activities, and materials in which teachers might desire assistance. The information gathered will be used in structuring services for you.

To facilitate the effectiveness of our service to you through this project, it is important that you complete and return this questionnaire. Please read the instructions below before responding to the items.

GENERAL DIRECTIONS FOR COMPLETION OF QUESTIONNAIRE

- Since this project is designed to assist you as a teacher, we sincerely hope that you will give
 careful consideration to each item and respond in a thoughtful manner. You may find that two or
 three sittings are necessary to complete this questionnaire.
- 2. We are basically interested in the kinds of instructional problems that regular and special class teachers in our region are currently experiencing. You are to respond to each item in terms of the age level of students you are presently teaching.
- 3. Briefly read through the questionnaire to familiarize yourself with the general format and purpose.
- 4. The sections dealing with subject matter areas do not necessarily refer to specific units of instruction. You should think of the items in terms of the broad, total program of education. For example, you may not teach a specific science unit entitled, "weather." However, you may include some concepts about weather when teaching other units or subjects.
- 5. Throughout most of the questionnaire you are asked to respond on a five-point scale. Each of the scales is marked as follows:
 - a. If you feel the item presents no <u>difficulty</u>, you should check (X) in the first space as follows:

b. If you feel that you experience some difficulty with the item, you should check (X) in the second space as follows:

c. If you feel that in your present teaching position the item is moderately difficult, you should check (X) in the third space as follows:

d. If the item presents considerable difficulty, you should check (X) in the fourth space as follows:

e. If you feel that the item poses great difficulty, you should check (X) in the fifth space as follows:

6. Specific directions for completing each section of the questionnaire are included.

SECTION I - GENERAL INFORMATION

<u>Directions</u>: Fill in the information requested for Section I. In the last item, check (X) the number of the description which best describes your current teaching position.

- 1. The general conditions are good. Any material desired is available. Supervisory and consultive services are appropriate and sufficient. Favorable working conditions exist.
- 2. The general conditions are average Some, but not all, materials are available. Supervisory and consultive services offer assistance but could not be described as satisfying all needs. Working conditions are acceptable, yet not entirely satisfactory.
- 3. The general conditions are poor. Very few materials are available. Supervisory and consultive services are limited. Working conditions are inadequate.

(PLEASE	PRINT)	もら	
Name			
	Last	First	Middle



Mailing Address	Sex: M F
Name of School District	
Name of County(leave blank
Level of Preparation Check (X) Less than BA BA BA+ MA MA+ (leave blank Certification for present position YES NO
Teaching Experience Regular class years Years in currence Special class years Number of difference you have	ferent special class teaching positions
Number of special education classes in the build	ling in which your class is housed
Total number of special classes in the school di	lstrict
Enrollment of students in your class Boys Age of youngest child Years Age of oldest child Years	Girls Months Months
Area in which you teach the major portion of you Regular Classroom Trainable Mentally Retarded Educable Mentally Retarded Emotionally Disturbed Extreme Learning Problems or Learning Disab Deaf and/or Hard of Hearing Blind and/or Partially Sighted Orthopedically Handisapped and/or Cerebral	oilities
Orthopedically Handicapped and/or Cerebral Speech Handicapped Hospital or Home Bound Other (specify)	
Indicate the level which best approximates the level Primary Intermediate Junior High Rank from 1 to 4 the four persons from whom you	shSenior High
the most help as 1. Building Principal Special Education Director Psychologist Special Education Consultant State County Local	School Nurse Superintendent Curriculum Supervisor Special Education Teachers Regular Class Teachers Others (list) No Help
Indicate the general conditions of your teaching 1 2 3	situation (see instructions) (Check one) (X)
SECTION II - EX	PERIENCE UNITS
Directions: See General Directions on previous page	•
	No Difficulty Great Difficulty
Do you experience difficulty: 1. In selecting unit topics? 2. In writing your own units? 3. In the use of resource materials? 4. In the development of seatwork for use with unit 5. In organizing a number of units into sequence fo	1 2 3 4 5 1 2 3 4 5 5 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5
plan of work? 6. In handling individual differences while teachin 7. In integrating the teaching of basic skills into 8. Would it be helpful to have available a selectio	1 2 3 4 5 1 2 3 4 5 1 1 2 3 4 5 1 1 2 3 4 5 1 1 2 3 4 5 1 1 1 2 3 4 5 1 1 1 2 1 3 1 4 1 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
pared units on different levels which you cou for use in your classroom?	ld modify Yes No

ERIC Full fax Provided by EBIC

Directions: See General Directions above. If you feel the item is not appropriate, place a check (X) in the space provided under the column "Not Appropriate."

Гэ	you experience difficulty:	Not Appropriate	No Difficulty	Great Difficulty
l.	In selecting appropriate art activities?	()	123_	45
2.	In selecting appropriate methods for teaching art?	()	1 2 3	4 5
З.	In obtaining materials for teaching art?	()	1 2 3	4 5
4.	In selecting appropriate music activities?	()	1 2 3	4 5
5.	In selecting appropriate methods for teaching music?	()	1 2 3	4 5
6.	In selecting physical education activities?	()	1 2 3	4 5

SECTION IV - READING

Directions: You will note that the material is presented as follows:

No Difficulty		Teaching Methods		Great Difficulty		Not Appropríate	No Difficulty		Materia and Studer Activit	it	Great Difficulty
1	2	3	4	5	Item	()	1	2	3	4	5

First read the item carefully and consider it as follows:

- a. Is the item appropriate for the level of your class? If it is not, then check (X) in the "Not Appropriate" column and ignore the "Teaching Methods" and "Materials and Student Activities" spaces.
- b. If the item is appropriate for the level of your class, ignore the "Not Appropriate" column and move to the spaces under "Teaching Methods."
- c. The teaching method is to be interpreted as the process the teacher uses in teaching a particular area or concept. This may include procedures, techniques, planning, and organization. You are to indicate on the five point scale as defined earlier the degree of difficulty, from no difficulty to great difficulty, you encounter.
- difficulty, from no difficulty to great difficulty, you encounter.

 d. The heading "Materials and Student Activities" implies developing and/or obtaining supplementary materials and student activities. Supplementary materials may be such things as flash cards, games, charts, etc. Student activities may involve either individual or group participation. Mark the five point scale in the same manner as before.

Difficulty	Teaching Methods 2 3 4 2 3 4 2 3 4	5 1. Use of basal 5 2. Readiness pre 5 3. Sight vocabu	ogram ()	Difficulty	Materials and Student Activities 2 3 4 5 2 3 4 5 2 3 4 5	Difficulty
	234 234 234 234 234 234 234 234 234 234	Word attack skill 5 4. Phonics 5 5. Structural 6. Oral reading 7. Reading composite of the second secon	() l analysis () rehension () ability () reading () onary () rience charts () of reading to () attions	11 11 11 11	2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5 2 3 4 5	

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SECTION V - ARITHMETIC

Directions: See Section IV.			
No Difficulty Steat Buthoss Great Difficulty	Not Appropriate	Materials Off Student Activities	Great Difficulty
1 2 3 4 5 1. Use of basic arithmetic series 1 2 3 4 5 2. Readiness program	()	1 2 3 4 1 2 3 4	5
Fundamental number processes 1	() () () ()	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4	5 5 5 5 5 5 5 5
Application 1 2 3 4 5 11. Use of money 1 2 3 4 5 12. Tim 1 2 3 4 5 13. Measurement	()	1 2 3 4 1 2 3 4 1 2 3 4	55 5
SECTION VI - LANGUAGE ART	s		
Orections: See Section IV. Great Difficulty Difficulty	Nc Appropriate	No Difflculty	Great Difficulty
1 2 3 4 5 1. Listening skills 1 2 3 4 5 2. Oral vocabulary development 1 2 3 4 5 3. Improving oral self-expression 1 2 3 4 5 4. Manuscript writing 1 2 3 4 5 5. Cursive writing 1 2 3 4 5 6. Spelling 1 2 3 4 5 7. Use of telephone 1 2 3 4 5 8. Following directions 1 2 3 4 5 9. Letter writing 1 2 3 4 5 10. Written self-expression 1 2 3 4 5 11. Lusiness forms (checks, application blanks, etc.)	() () () () () ()	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4	5 5 5 5 5 5 5 5 5 5 5 5

SECTION VII - SCIENCE

Directions: The instructions for completing Section VII are essentially the same as those for Sections IV, V, and VI, except for one basic change. The criterion on the left has been changed from teaching methods to "Determining Content to be Included." Therefore, in responding to this criterion you should consider each item in terms of the difficulty you experience in deciding what content to include when teaching the concept reflected in the item.



() No Difficulty Great Difficulty Great Difficulty Applicable Materials Determining and Content to Student be included O Not Activities 1. Weather) 2. Seasons of the year 3. Plants 4. Animals 5. Sun, earth, moon 6. Air 7. Water 8. Conservation of natural resources SECTION VIII - SOCIAL STUDIES Directions: See Section VII. No Difficulty Great Difficulty Appropriate Materials Determining and Content to Student be Included Activities NC Basic Areas 1. Understanding of home (5_ and family 2. Understanding of community 3. Safety 4. Health 5. Basic understanding of federal, state, and local government 6. Local current events 7. State current events 3. National current events 9. Use of news media 10. Historical events 11. Sex education Skills, Habits, and Attitudes 12. Respect for law and authority 13. Wise use of leisure time 14. Getting from one place to

SECTION IX - INSTRUCTIONAL MATERIALS

(

Directions: In section IX you are asked to respond on a five-point scale, with regard to your

Occupational Information
16. Development of good work
habits and attitudes
17. Developing realistic job

Process of applying for a job
 Understanding fringe benefits
 (Social Security, etc.)
 Understanding union membership

another 15. Grooming

aspirations

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- familiarity with the materials named. The scale should be marked as follows:

 a. If you are not at all familiar with the material, you should check in the first space as follows:
- b. If y u have heard of or read about the material, but have never seen it, you should check in the second space as follows:

 1 2 X 3 4
- c. If you have seen the material demonstrated or in use, you should check in the third space as follows:

d.	If as	you have follows:	tried	the	material	in	your	classroom,	you	should	check	in	the	fourth	space
				_	_										

1 2 3 4 X 5

e. If you use (or have used) the material regularly in your classroom, you should check in the fifth space as follows:

Indicate your familiarity with the following sets of instructional materials:

		Not Familiar	Known but not used	Used Regularly
1.	Peabody Language Development Kits	1 2	3	4 5
2.	Fitzhugh Plus Program	1 2	3	4 5
3.	Frostig Program for the Development of			
	Visual Perception	1 2	3	4 5
4.	Simplified Reading Readiness Program	1 2		4 5
5.	Readers Digest Skill Builders	1 2	3	4 5
5.	Money Makes Sense & Using Dollars			
	and Sense (Fearon Publishers)	1 2	3	4 5
7.	Finding Your Job (Finney Co.)	1 2		4 5
8.	Captioned films for the deaf	1 2	3	4 5
9.	Jefferson Program for Concept			,
	Development	1 2	3	4 5
10.	Basic Concept Inventory	1 2		4 5
11.	Durrell Reading Capacity and			
	Achievement Test	1 2	3	4 5
12.	Wepman Auditory Discrimination Test	1 2		4 5
13.	Cain-Levine Social Competency Scale	1 2	3	4 5
14.	Open Court Reading Program	1 2		4 5
15.	Distar Language Program	12	3	4 5
	i			

SECTION X - SEATWORK

Directions: See General Directions on page 1.

Do you have difficulty in developing meaningfu seatwork in the areas indicated?	l 2 Arithmetic Language Arts Reading Social Studies Science	Difficulty	2 2 2 2 2	3 3 3 3 3 3	4 4 4 4	GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG
Do you have difficulty in designing seat- work on different ability levels for a particular lesson?	Arithmetic Language Arts Reading Social Studies Science	1	2 2 2 2	3 3 3 3	4 4 4 	5 5 5 5
Do you experience difficulty in designing seatwork which is varied?	Arithmetic Language Arts Reading Social Studies Science	1 1 1 1	2 2 2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5

SECTION XI - PUPIL EVALUATION

<u>Directions</u>: See General Directions on page 1.



Do you experience difficulty: 1. In reporting pupil progress to parents? a) Report cards b) Parent conferences c) Written narrative reports of pupil progress d) Anecdotal records 2. In developing adequate teacher-made tests for classroom use? 3. In grading daily assignments? 4. In determining promotion policies?	ablance of the state of the sta
SECTION XII - PUPIL CHARAC	
Directions: See General Directions above. Do you experience difficulty: 1. In understanding and appreciating how social class differences affect pupil performance in school? 2. In understanding the intellectual characteristics of children? 3. In understanding the social development of the child? 4. In understanding how emotional problems affect teaching of children? 5. In utilizing knowledge of the speech and language development in children? 6. In understanding children with perceptual problems?	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
SECTION XIII - PROFESSIONAL R	RELATIONSHIPS
Directions: See General Directions above. Do you experience difficulty: 1. In developing good working relationships with administration and special teachers? 2. In obtaining supervision, and assistance with teaching techniques and methods? 3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.? 4. In developing good communication with community agencies such as the Social Welfare Department, etc.? 5. In developing good working relationships with regular class teachers within the school system? 6. In developing good working relationships with special class teachers within the school system? 7. In gaining access to journals and references? 8. In dealing with confidential matters? 9. In establishing good teacher-parent rapport? 10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide? 11. Check those in which you hold membership. Parent Teachers Association National Education Association National Education Association National Education for Retarded Children County Association for Retarded Children	A TIND JULY STATE OF ASSISTANCE to you.

Directions: See General Directions above.

Do you experience difficulty: 1. In understanding the function, role, and duties of the school psychologist? 2. In utilizing and understanding information given in reports by the school psychologist? 3. In interpreting group test results, e.g., readiness and achievement scores?	% O	Great
SECTION XV - CLASSROOM ARRANGEMENT AN	D MANAGEMENT	lty
Directions: See General Directions above. Do you experience difficulty:	% (1	Great Difficu
rest of the class at the same time? In establishing rules, routines, and daily procedures	多音1 2 3 4_ 1 2 3 4_	5 5
for the orderly operation of the classroom? 4. In establishing daily class schedule? 5. In developing appropriate techniques for management of pupil behavior?	1 2 3 4 1 2 3 4 1 2 3 4	
 6. In effective use of learning centers? 7. In organization of classroom environment conducive to learning—bulletin boards, seating arrangement, and appearance? 8. In prescribing materials for individual children based on learning deficits and needs? 	1 2 3 4 1 2 3 4 1 2 3 4	5
SECTION XVI - GENERAL METHODOL Directions: See General Directions above.	E Culty Abor	at Elculty
Do you experience difficulty in using the following general methods? Class discussion Individual student report	유럽 1 2 3 4 1 2 3 4	Grea Diff.
Committee work Field trips Resource people Class experiment Dramatization	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	5 5 5 5 5
Demonstrations SECTION XVII - AUDIOVISUAL	i	5
Directions: 1. Check solumn 1 if the audiovisual equipment is no 2. Check column 2 if you do not consider the particular for use with your students.	ular audiovisual equipmen	nt appropriate
 Check column 3 if you experience difficulty in or Check column 4 if you have difficulty selecting is with overhead projector, etc. 	films, preparing material	
(1) (2) Equipment Availability Appropri		(4) Materials for use with
Notion picture projector Slide projector Film strip projector Tape recorder Tue projector FRICThead projector () () () () () () () () () (•	() () () ()

for use with the basic skills?			Yes	No
Would it be helpful to have available	programmed materials	()		()
Programmed Instructional Materials	>	> /		()
Displays	ĊŚ) (()
Models	\ddot{c}	? (,	()
Posters	ĊŚ	~ ;		()
Pictures	()	()		()
Related Materials	• •	()		
Camera	\ddot{c}			
Phonograph		()		, ,
	(1)	(2)	(3)	(4)
10		•		

DIRECTIONS FOR RETURN OF QUESTIONNAIRE

- 1. After you have completed the questionnaire, review all sections to be certain that you have responded to each item.
- 2. Fold the questionnaire in thirds and return it to the Center in the enclosed self-addressed envelope.

APPENDIX B
Tables for Total Sample

DEMOGRAPHIC DATA FOR THE TOTAL SAMPLE OF TEACHERS

	REGULAR CLASS	DEAF AND/OR VISUALLY HANDICAPPED	TMR	MILD HANDICAP	TEACHING CATEGORY			NO	YES	CERTIFICATION	MA+	P/A	BA+	ВА	LESS THAN BA	LEVEL OF PREPARATION	
	201	77	41	481				89	679	·		251		513	36		N
	25	10	G	60				12	88		Ļ	괄		64	Ь		%
		3 = POOR	2 = AVERAGE	1 = GOOD	GENERAL TEACHING CONDITION	SENIOR HIGH	JUNIOR HIGH	INTERMEDIATE	PRIMARY	TEACHING LEVEL		MEAN TOTAL TEACHING EXPERIENCE	75TH PERCENTILE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE	
		76	469	250		95,	77	267	346	N		10.3	15	8	ယ		NUMBER OF YEARS
-		10	59	31		12	10	34	44	%	63	3					S

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR THE TOTAL SAMPLE OF TEACHERS

EXPERIENCE UNITS EXPERIENCE UNITS EXPERIENCE UNITS 1 SPECIAL SUBJECTS 1 READING ARITHMETIC LANGUAGE ARTS 2.26 5 LANGUAGE ARTS 2.26 5 LANGUAGE ARTS 2.28 2.33 2 2.33 2 2.44 1 PUPIL EVALUATION 1 PUPIL CHARACTERISTICS 1 PUPIL CHARACTERISTICS 1 PUPIL PROPESSIONAL RELATIONSHIPS 1 PERCENTION 1.88 1 1.87 1 1.69 1 1.91 1 1.91 1 1.95 9 1.99 1 1.99		X	XV	XIV	×	IIX	ΙΧ	×	V]	VII	VΙ	٧	IV	111	11	1
MEAN RANK 2.12 8 2.26 5 2.13 7 2.13 7 2.26 5 2.28 4 2.28 4 2.28 4 2.24 1 1.87 12 1.87 12 1.99 13 1.99 9					XIII I			**	VIII 9			•				
RANK 8 5 7 7 1 1 11 12 13 9		INSTRUCTIONAL MATERIALS	CLASSROOM ARRANGEMENT AND MANAGEMENT	PSYCHOLOGICAL INFORMATION	PROFESSIONAL RELATIONSHIPS	PUPIL CHARACTERISTICS	PUPIL EVALUATION	SEATWORK	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	ARITHMETIC	READING	SPECIAL SUBJECTS	,	
RANK 8 5 7 5 11 11 12 13 9	·															
RANK 8 5 7 7 1 1 11 12 13 9		٠	1.	1.	1.	1.	1.	2.	2.	2.	2.	2.	2.	2.	, 2.	M.
		99	95	91	69	87	88	30	44	28	33	26	13	26	12	AN
64			•	10	13	12	11	ພ	L	4	. 2	ر. د	7	տ	8	RANK
•								64								

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

NO	YES	8. Would prepared units on different levels be helpful?			7. In integrating teaching of basic skills	6. In handling individual difference on units	5. In organizing units into yearly plans	4. In developing seatwork for units	3. In using resource materials	2. In writing own units	1. In selecting unit topics	DEGREE OF DIFFICULTY:	
44	739				2.06	2,31	2.40	2,21	2.14	2.04	1.67		MEAN
 6	92			65	Ui	2	1	w	4	6	7	·	RANK
			``										

TABLE 24

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFIGULTY IN TEACHING SPECIAL SUBJECTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

			6. Physical education activities	5. Appropriate methods for teaching music.	4. Appropriate music activities.	3. Materials for teaching art.	2. Appropriate methods for teaching art.	1. Appropriate art activities.	DO YOU EXPERIENCE DIFFICULTY IN SELECTION AND/OR OBTAINING:	
			1.95	2.74	2,54	2.23	2,11	1.98		MEAN
	•	66	6	jus.	22	ω	4	Ú.		RANK

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING READING AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

TEACHING N/A METHODS 7 MEAN RANK 30 1.86 12 32 2.00 8 18 1.99 9 16 1.94 11 20 2.23 2 15 1.80 13 13 2.32 1 18 1.98 10 15 2.16 4 27 2.15 5 26 2.02 7
TEACHING A METHODS MEAN RANK
ING DS DS RANK RANK 12 12 12 11 11 10 10 10 10 10 10 10 10 10 10 10
WATERIALS AND STUDENT ACTIVITIES PREAN RANK 2.08 12 2.21 7 2.21 7 2.13 9 2.13 9 2.43 1 2.43 1 2.43 9 2.37 2 2.37 2 2.37 2 2.37 2
AND TIVITIES TRANK RANK 9 9 13 13 5

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

			٠				•										
A COMPANY OF THE PARTY OF THE P		er.	. 13.	12.	1:1.	10.	. 9.	œ	7.	. 6.	ن •	. 4.	ω	2.	.		
			Measurament	Time	Use of money	Ability Grouping	Concept of place values	Fractions and Decimals	Word Problems	Division	Multiplication	Subtraction	Addition	Readiness program	Basal Arithmetic series		
	·		19	17	18	27	30	45	30	40	35	23	21	37	31	%	N/N
			2.32	2.14	2.08	2.13	2,49	2.53	2.80	2,15	1.93	1,78	1.65	2.07	2.09	MEAN	TEACHING METHODS
			4	o.	9	7	ω	2	Н	G	11	12	13	10	∞	RANK	
			2.56	2.30	2.34	. 2. 35	2.56	2.70	2.87	2.27	2.15	1.97	1.87	2.35	2.37	MEAN	NATERIALS AND STUDENT ACTIVITIES
			ω	9	∞	6	ယ	2	۳	10	Ħ	12	13	6	UI	RANK	AND TIVITIES
						in the second se											

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUAGE ARTS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	11.	10.	9.	. &	7.	6	5•	4.	္မ		<u>1</u>	
	Business forms	. Written self-expression	Letter writing	. Following directions	. Use of telephone	• Spelling	. Cursive writing	. Manuscript writing	 Improving oral seif-expression 	 Oral Vocabulary development 	• Listening skills	
	6	82	2		;	-	<u>.</u>	N			:	N/A
	62 2.62	26 2.7	28 2.3	& . . 2	34 1.	18 2.	29 2.	23 2.	8 2	7 2.	8 2	
	62	73	34	<u>31</u>	97	21	13	8	38	23	23	METHODS MEAN RA
	2	<u> </u>	4	ر. ت	<u> </u>	∞	9	10	ယ	6	6	× ·
	2.63	2.63	2.33	2.44	2.16	2.24	2.18	2.12	2.46	2.38	2.44	MATERIALS AND STUDENT ACTIVITIES NEAN RANK
	۳	- .	7	4	10	œ	9	11	ω	5	4	AND CTIVITIES RANK
			•	39								

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFIGULTY IN TEACHING SCIENCE AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

				&	7.	6.	5	4.	ω	2.	1.		
				Conservation of Natural Resources	Water	Air	Sun, earth, moon	Animals	Plants	Seasons of the Year	Weather		
· .						N)		÷				2	·
·				28 2.33	25 2.2	25 2.3	25 2.2	22 1.9	22 2.0	23 1.8	22 1.95		N/A CO
·	<u> </u>	 		 	- 21 	33	28	92	<u></u>	 	95 —	MEAN R	CONTENT
	· · · · · · · · · · · · · · · · · · ·	<u> </u>		<u> </u>	<u> </u>	<u> </u>	<u>ω</u>	7		<u> </u>	2	RANK	
				2.67	2.51	2.60	2.57	2.24	2.31	2.27	2.41	MEAN	MATERIALS
				μ.	4	2	ω	œ	6	7	ۍ .	RANK	MATERIALS AND STUDENT ACTIVITIES
			חל										

TABLE 29

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

20.	19.	18.	17.	16.	15.	14.	13.	12.	11.	10.	9•	∞	7.	6.	ភ	4.	ယ	2.	1.		
Union membership	Fringe benefits	Job application process	Job aspirations	Work Habits/attitudes	Grooming	Inter-intracity travel	Use of leisure time	Law and authority	Sex education	Historical events	Use of news media	National current events	State current events	Local current events	Government	Health	Safety	Community	Home and family		
69	67	64	46	22	18	24	21	18	40	32	32	32	34	26	42	17	17	20	20	%	N/N
2.85	2.69	2.27	2.56	2.13	1,95	2.14	2.47	2.17	2.88	2.60	2,41	2.52	2.50	2.18	2.89	,1.91	1.81	2.01	1,85	MEAN	DETERMINE
ω ·	4	11	6	15	17	14	9	13	2	ъ	10	7	œ	12	μ	20	19	16	19	RANK	NE
3,15	2.95	2.58	2.85	2.44	2.21	2.30	2.74	2.49	3.10	2.66	2.49	2.59	2.61	2.27	2.96	2.11	2.06	2.23	2.12	MEAN	MATERIALS AND STUDENT ACTIVITIES
		10	ъ	13	17	14	6	11	2	7	11	<u> </u>		15	ω	19	20	16	18	RANK	AND
-	4			·		-														L	ES

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS BY THE TOTAL SAMPLE OF TEACHERS

		•	,			٠								•			
		15.	14.	13.	12.	11.	10.	9.	&	7.	6.	٠ •	4	ယ	2.	1.	
		Distar Language Program	Open Court Reading Program	Cain Levine Social Competency Scale	Wepman Auditory Discrimination Test	Durrell Reading Capacity and Achievement Test	Basic Concept Inventory	Jefferson Program for Concept Development	Captioned films for the deaf	Finding your job (Finney Co.)	Money Makes Sense & Using Dollars and Sense	Readers Digest Skill Builders	Simplified Reading Readiness Program	Frostig Program for the Development of Visual Perception	Fitzhugh Plus Program	Peabody Language Development Kits	
	÷						_	· :					_				
	•	1,64	1.76	1.37	1,79	1.97	1.62	1.19	1.55	1,62	1.98	3,29	2.13	2.84	1.46	2.83	MEAN
		•	•	14	7	6	10	15	12	10	U n¹	P	4	N	13	ω	RANK
					•					72							

DIFFICULTY WITH SEATWORK AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

			Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED: Arithmetic	Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS: Arithmetic	Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN: Arithmetic	
•	<u>.</u>		2 72	2.59	2.17	2.28	2,15	2.84	2.65	2.02	2.22	1.95	2,76	2.46	1.93	2,09	1.73	MEAN
	• •					**************************************				· ·								
		c.		G	9	7	10)	4	12	&	13	2	O.	14	11	15	RANK
											73			a				

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS AS PERCEIVED BY TOTAL SAMPLE OF TEACHERS

AFT State Association for Retarded Child County Association for Retarded Child	NEA		PTA	<pre>11. In which do you hold membership/get</pre>				10. Referral of parental inquiries	9. Teacher parent rapport	ô. Dealing with confidential matters.	7. Access to journals and references.	6. Relationships with special class teachers.	5. Relationships with regular class teachers.	4. Communication with community agencies.	 Relationships with special service personnel. 	2. Supervision assistance.	 Relationships with administration and special teachers. 	
4 7 7 6 10 5	62 1	24 4	56 3		% RANK	MEMBERSHIP		2.01	1.53	1.41	1.93	1.41	1.44	2.02	1.60	2.16	1.40	MEAN
7 6 7 6	33 33 1 2 F	26	29		% RANK	ASSISTANCE		ω·	6	80	4	. ∞	7	N	υ	مو	10	RANK
					-		• 4		:		74			.·	•			

TABLE 33

DIFFICULTY WITH EVALUATION OF PUPILS AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

1. Reporting pupil progress to parents: a) Report cards b) Farent conferences c) Written narrative reports of pupil progress d) Anecdotal records 2. Developing adequate teacher-made tests for classroom use. 3. Grading daily assignments. 4. Determining promotion policies. 2. Determining promotion policies. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2							,		1
MEANS 1.95 1.62 1.85 1.87 e tests for 2.21 1.67 1.97	4	ယ	2.					!	
	Determining promotion policies.	Grading daily assignments.	tests			Parent		Reporting pupil progress to parents:	
RANK 2 6 1 4 5 7	1.97	1,67	2.21	1.87	1.85	1.62	1.95		MEANS
	N	•	μ	4	Ui .	7	· w	:	RANK

TABLE 34

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS
AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	6. Understanding children with perceptual problems.	Utilizing knowledge of the speech and language development in children.	 Understanding how emotional problems affect teaching of children. 	Understanding the cocial development of the child.	2. Understanding the intellectual characteristics of children.	 Understanding and appreciating how social class differences affect pupil performance in school, 	
<u> </u>	2.37	2.07	1.74	1.73	1.74	1,58	MEAN
	,	N .	ω	Us	ω	6 :	RANK

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

	3. Interpreting group test results, e.g., readiness and achievement scores.	 Utilizing and understanding information given in reports by the school psychologist. 	 Understanding the function, role, and duties of the school psychologist. 	
	1.90	1.96	1.88	MEAN
	'n	1	ω	RANK
77		•		

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

.	7.	6.	5	•	ယ •	2.		
Prescribing materials for individual children hased on learning deficits and needs.	Organization of classroom environment conducive to learningbulletin boards, seating arrangement, and appearance.	Effective use of learning centers.	Developing appropriate techniques for management of pupil behavior.	Establishing daily class schedule.	Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	Individualizing instruction, yet planning for the rest of the class at the same time.	Handling a wide age span.	
2.23	1,82	2.27	1.86	1.51	1.59	2.29	2.04	MEAN
ω	o	2	տ	&	7	L	4	RANK

DIFFICULTY WITH GENERAL METHODOLOGY AS PERCEIVED BY THE TOTAL SAMPLE OF TEACHERS

1.70 2.10 2.50 1.84 2.17 2.09 2.27 1.94											DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:		
1.70 2.10 2.50 1.84 2.17 2.09 1.94		_											
			1.94	2.27	2.09	2.17	1.84	2.50	2.10	1.70			MEAN
6 2 5 8 8 A H P 8			6	2	U 4	w	7	1	4	∞		Maria	RANK

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR THE TOTAL SAMPLE OF TEACHERS

		MATERIALS FOR USE WITH THE BASIC SKILLS?	HAVE	PROGRAMMED INSTRUCTIONAL MATERIALS	DISPLAYS	MODELS	POSTERS	PICTURES	RELATED MATERIALS	CAMERA	PHONOGRAPH	OVERHEAD PROJECTOR	OR HOUR PROJECTOR	TAPE RECORDER	FILM STRIP FROJECTOR	SLIDE PROJECTOR	MOTION PICTURE PROJECTOR	EQUIPMENT		
		₹ ₹																		
	2 0	750		31,2	26.9	27.6	20.1	17.3		47.2	13.0	18.0	000	14.0 /	0.8	15.2	/11.7		AVA	
				3.7	5.1	ပာ ယ	ယ • 9	ယ ယ	-TD.	12.2	4.7) 10.0	ودرا	3.7	5,5	8.9	10.0		APPROP	
46) (A)	000		0	0	0	0	0		ယ •	1.4) 4.6	50	(4.1	2.7	2.5	10.6		OPERATION	
				9.9	7.2	7.1	6.4	6.0		. 2	10.5) 21.7 00	1111	/ 11.0 /	9.5	11.3	0.17		OPERATION MATERIALS	
S								iner in Man Miller				80								

APPENDIX C

Tables for States

DEMOGRAPHIC DATA FOR STATES

:				
TEACHING CATEGORY MILD HANDICAP TRAINABLE MENTALLY RETARDED DEAF AND VISUALLY HANDICAPPED REGULAR CLASS	CERTIFICATION YES NO		B.A. / B.A.+ M.A. / M.A.+	LEVEL OF PREPARATION
133 3 38	231	,	145 105	N ORE
56 1 16 27	96		2 57 41	
21 19	39		· 8 4	ORE
52	ა 98		70	R.
1 1 5 3	27		28 5	I DAHO N
14 86	87 13		15 82 3	% HO
181 19 25	218 23		183 73	WASH.
72 8 10	90	·	69	% .
GENERAL TEACHING CONDITION 1 = GOOD 2 = AVERAGE 3 = POOR	TEACHING LEVEL PRIMARY INTERMEDIATE JUNIOR HIGH SENIOR HIGH		25TH PERCENTILE 50TH PERCENTILE 75TH PERCENTILE	TEACHING EXPERIENCE
107 123	103 22 30	12.6	10	ORE
50	38 41 9			a.
12 24	18 14 N	12	10	ORE
31 8	35 % 8 35 %	12.8		R. BER
4 27 3	17 10 4	7.6	. Us p	IDAHO OF YEARS
12 79	47 47 28 11			ARS
78 157 20	N 136 84 17	9.3	6 3	WASH.
8 8	51 %	ω	·	H
•		82		

ERIC Full Text Provided by ERIC

TABLE 39 (continued)

MILD TRAIN RETAF HANDI	CERTI YES	LEVEL OF LESS TI B.A. /
MILD HANDICAP TRAINABLE MENTA RETARDED DEAF AND VISUAL HANDICAPPED REGULAR CLASS	CERTIFICATION YES NO	
HANDICAP NABLE MENTALLY RDED AND VISUALLY CCAPPED AR CLASS	NOI	F PREPARATION THAN B.A. / B.A.+ / M.A.+
TLY		TION
61 4 13	49	1 1 26 3
78 5 17	34	34
0 0 3 15	ω ω	Pawali Out Is N % 9 50 7 39
83 17 0	53	11 11 39 39
6 21 0	р 22	ALASKA CCOMMIN N 17 6 17 6
75	96	35 65 0 % E
13	0 22	Alaska Bush N N N N N N N N N N N N N N N N N N N
36 5	100	73 73
GENERAL TEACHING CONDITION 1 = GOOD 2 = AVERAGE 3 = POOR	TEACHING LEVEL PRIMARY INTERMEDIATE JUNIOR HIGH SENIOR HIGH	TEACHING EXPERIENCE 25TH PERCENTILE 50TH PERCENTILE 75TH PERCENTILE MEAN TOTAL TEACHING EXPERIENCE
45 6	36 19 10	Hawaii Oahu 3 7 13
31 61	47 47 25 13	awaii ahu 3 7 7 9,9
2 15	2 2 6 8 2	Hawaii Out Ia NUMBER NUMBER 16 16
83	% 44 33 11 11	Hawaii Dut Ial NUMBER OR 16 16 11.2
9 36 15 60	N % 16 64 3 12 5 20	Alaska Comm YEARS 2 4 6
10	2 2 8 4 4	A1 Pu
	32 42 5	Alaska Rush 13 9.5



RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR STATES

IX INSTRUCTIONAL MATERIALS					XV CLASSROOM ARRANGEMENT AND MANAGEMENT	XIV PSYCHOLOGICAL INFORMATION	XIII PROFESSIONAL RELATIONSHIPS	XII PUPIL CHARACTERISTICS	XI PUPIL EVALUATION	X SEATWORK	VIII SOCIAL STUDIES	VII SCIENCE	VI LANGUAGE ARTS	V ARITHÆTIC	IV READING	III SPECIAL SUBJECTS	II EXPERIENCE UNITS			
2.10	MEAN				1.92	1.78	1.54	1.81	1.89	2.22	2.32	2,23	2,19	2.10	1.97	2.14	2.06		MEAN	OREGON URBAN
10	NA		·	T .	9	12	13	11	10	ω	H	2	4	6	œ	ر د	7		 RANK	URBAN
1.97	MEAN				1.96	1.76	1.50	1.81	1.79	2.14	2.28	2.04	2.22	2.14	1.95	1.94	2.00		MEAN	OREGO
97	N.				&	12	13	10	11	w	н	٠.	2	ω	7	9	6		PANK	OREGON RURAL
2.21	MEAN			- - - - - -	2.28	2.16	1,93	1,95	2.15	2,66	2,66	3.03	2.68	2.77	2.41	2.31	2.47	_	 MEAN	OHACI
~	N				9	10	13	12	11	4	4	-	w	N _i ·	7	∞	6	. ·	 RANK	OHO
2.00	MEAN				2.12	1.87	1.70	1,82	1.85	2.38	2.53	2.24	2.36	2.34	2,18	2.19	2.04		 NEAN	WASHINGTON
00	NV	4.			&	10	13	12	E	2	H	տ	w	4	7	6	9	,	RANK	IGTON
. *	· · · · ·	 ·	11.				1.1		4 1		.4	. 0	A						 	

TABLE 40 (continued)

		_					•									_		_	
IX INSTRUCTIONAL MATERIALS			XV CLASSROOM ARRANGEMENT AND MANAGEMENT	XIV PSYCHOLOGICAL INFORMATION	XIII PROFESSIONAL RELATIONSHIPS	XII PUPIL CHARACTERISTICS	XI PUPIL EVALUATION	X SEATWORK	VIII SOCIAL STUDIES	VII SCIENCE	VI LANGUAGE ARTS	V ARITHMETIC	IV READING	III SPECIAL SUBJECTS	II EXPERIENCE UNITS				
2.17	MEÁN		1.79	1.90	1.56	1.80	1.64	1.97	2.12	2.13	2.24	2.10	2,12	2.01	1.90	<u>.</u>		MEAN	HAWAII
	N		11	&	13	10	12	7	i. W	2	н	رن ن	ω	6	သ		_	RANK	OHHU
1.94	MEAN		2.15	1,90	1,66	2.02	2.01	2.39	2.40	2.38	2.38	2.21	2.09	2.35	2,24			MEAN	HAWAII
94	AN		œ	12	13	10	Ħ	2	· μ	ω	ω	7	9	(r	6			RANK	OUT ISL
2.05	MEAN		1.89	1.95	1.83	1,67	1.89	2.56	2.56	2.25	2.44	2,58	2.34	2.35	2.16			MEAN	ALASKA
)5 	NV		10	9	12	13	10	2	2	7	4	ь	6	Ci	&			RANK	COMM
1.89	MEAN		2.16	1,97	2.00	2,13	2.15	2.43	2.64	2.49	2.40	2.26	2,32	2.55	2.24			NEAN	ALASKA
89	N		9	13	12	۲	10	**************************************	P	ယ	<u></u>	7	6	2	— —		;		A BUSH

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS FOR STATES

8. Would prepared units on different levels be YES helpful? NO		7. In integrating teaching of basic skills	6. In handling individual difference on units	5. In organizing units into yearly plans	4. In developing seatwork for units	3. In using resource materials	2. In writing own units	1. In selecting unit topics	DEGREE OF DIFFICULTY:		
221	z	2.03	2.27	2.35	2.13	2.03	2.01	1.59		MEAN	oregon urban
93	%	4	2	μ	ω	4	6	7		RANK	URBAN
35	z	1.82	2.16	2.34	2.17	2.09	1.92	1.47		MEAN	OREGON RURAL
90	%	6	ω	, μ	2	4	ن	7		RANK	RURAL
35	Z	2,39	2.94	2.77	2.59	2.43	2.34	1.86		MEAN	Прано
97	%	٥	н	2	w	4	6	7		RANK	
226 19	N	2.05	2.24	2.26	2.15	2,01	1.91	1.63	·	MEAN	WASHINGTON
9	%	4	8	1	ω	ъ	6	. 7		RANK	TON

TABLE 41 (continued)

8. Would prepared units on different levels be YES helpful? NO		 In integrating teaching of basic skills 	In handling individual difference on units	5. In organizing units into yearly plans	4. In developing seatwork for units	3. In using resource materials	2. In writing own units	1. In selecting unit topics	DEGREE OF DIFFICULTY:		
71	z	1.82	1.97	2.14	2.00	2.05	1.85	1.45		MEAN	THAM LIVENIM
8 92	%	6	4	μ.	w	2	ъ	. 7		RANK	DAHU
18	N	2.19	2.17	2.77	2.44	2.28	1.94	1.89		MEAN	TSI TUO IIAWH
100 0	*	4	G	μ	2	ω	6	7		RANK	UT ISL
2 2	Z	2.17	2.36	2.54	2.12	2,29	1.89	1.73		MEAN	ALASKA COMM
6	24	4	2	ш	ъ	ω	6.	7		RANK	COMM
2	N	2.10	2,36	2.36	2.43	2.05	2.36	2.00		MEAN	ALASKA
ъ ў	24	U	» 87	8	P	6	20	. 7		RANK	BUSH

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS FOR STATES

					6. Physical education activities	5. Appropriate methods for teaching music	4. Appropriate music activities	3. Materials for teaching art	2. Appropriate methods for teaching art	1. Appropriate art activities	DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:		
	·	-		The state of the s									
					1.78	2.80	2.58	1.92	1.91	1.86	_	MEAN	TEACHING DIFFICULTY
					5	–	2	ω	4	U1		RK	URBAN NG ULTY
					-								
					1.80	1.82	1.78	2.09	2.14	2.00		MEAN	OREGON TEACHI DIFFIC
			 		1,80 5	1.82 4	1.78 6	2.09 2	2.14 1	2.00 3		MEAN RK	OREGON RURAL TEACHING DIFFICULTY
			 -						_				
			÷		ъ	*	6	2	p P	ω		RK	TEACHING TEACHING DIFFICULTY DIFFICULTY
					5 1,97	*	6 2.48	2 2.57	1 2.21	3 2.04		RK MEAN	

TABLE 42 (continued)

			6. Physical education activities	5. Appropriate methods for teaching music	4. Appropriate music activities	3. Materials for teaching art	 Appropriate methods for teaching art 	1. Appropriate art activities	DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:		
	<u> </u>	 	1.	2.	2.	<u> </u>	<u></u>			.5	TF,
			.77	.45	. 24	.96	1,93	1.69		MEAN	ACH
				.45	. 24 2			69 6		IEAN RK	HAWAII OAHU TEACHING DIFFICULTY
-		 	77	45 1 3.1	24 2	96 3 2.31	93	69 —		+	AII OAHU ACHING FFICULTY
			77 5	45 1	24 2	96 3	93 4	69 6		RK	AII OAHU ACHING FFICULTY
			77 5 1.70	45 1	24 2 2.70 2	96 3 2.31 3	93 4 2.23 4	69 6 2.07		RK MEAN	ALI OAHU HAWAII OUT ISL ACHING TEACHING PFICULTY DIFFICULTY
			77 5 1.70 6	45 1 3.10 1	24 2 2.70 2	96 3 2.31 3	93 4 2.23 4	69 6 2.07 5		RK MEAN RK	AII OAHU ACHING FFICULTY
			77 5 1.70 6 2.05 4	45 1 3.10 1 2.60 3	24 2 2.70 2 2.85 1	96 3 2.31 3 2.61 2	93 4 2.23 4 2.05 4	69 6 2.07 5 1.91		RK MEAN RK MEAN	ALI OAHU HAWAII OUT ISL ACHING TEACHING PFICULTY DIFFICULTY

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY
IN TEACHING READING FOR STATES

	13.	12.	11.	10.	9		7.	6.	5	4.	ω •	2			
	Recreational Reading	Reading Application	Experience Charts	Use of Dictionary	Supplemental Reading	Ability Grouping	Reading Comprehension	Oral Reading	Structural Analysis	Phonics	Sight Vocabulary	Readiness Program	Basal Reading Series		
 	11	10	29	22	11	17	7	11	13	11	14	<u>3</u> 6	28	_≟_	>
	2.07	1.95	1.96	1.98	2.01	1.95	2.24	1.73	2.03	1.87	1.83	1.92	1.59	MEAN	TEACHING MATI
	2	7	6	5	4	7	–	12	ω	10	11	9	13	-	S
	2.16	2.02	1,91	1,96	2.14	1.98	2.22	1.75	2.17	2.04	1.93	2.08	1.80	MEAN	1 3
 	ယ	7	11	9	4	8	Р	13	2	0	10	5	12	굕	RIAL& ACT
	ω	ω	8	15	ω	5	-	ω	5	ယ	8	43	16	7%	N/A
	1.79	2.14	2.06	2.47	1.92	1.79	2.16	1.63	2.09	1.97	1.77	1.64	1.76	MEAN	TEACHING METHODS
 	œ	ω	G	1	7	∞	2	13	4	2	15	12	11	P.	DS
	1.95	2.16	2.17	2.30	1.84	1.56	2,27	1.61	2.19	1.97	1.91	1.86	1.81	MEAN	G MATERIALS
	7	5	4	P	10	13	2	12	ω	G.	&	9	11	2	IAL& ACT
	19	11	19	36	11	14	14	14	25	14	11	25	25	2	N/N
	2.93	2.40	2.07	2.43	2.63	2.07	2.38	2.17	2.36	2.35	2.33	2.17	2.13	MEAN	ТЕАС МЕТН
	۲	4	12	w	2	12	5	9	6	7	œ	9	11	桑	HING ODS
	2.85	2.41	1.92	2.62	2.82	2.59	2.50	2.32	2.61	2.36	2.52	2.41	2.29	MEAN	MATER STU.
	–	8	3	ω	2	5	7	11	4	10	6	o	12	桑	ACT ACT
	27	19	29	37	24	26	21	22	26	19	24	32	37	%	N/A
	2,31	2.13	2.08	2,33	2.23	1.99	2.32	1.87	2.37	2.02	2.04	1.96	2.09	MEAN	3 -3
	4	6	®	2	5	F	ω	<u>L</u>	—	10	۰,	12	7	ᆽ	EACHING METHODS S
	2.40	2.26	2.18	2.33	2.31	2.13	2.39	1.82	2.48	2,16	2.19	2.18	2.21	MEAN	ATE:
 	2	6	•	4	5	12	ω	<u>.</u>	<u></u>	=	&	9	7	ᆽ	ACT
		Recreational Reading 11 2.07 2 2.16 3 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40	Recreational Reading Application 10 1.95 7 2.02 7 3 2.14 3 2.16 5 11 2.40 4 2.41 8 19 2.13 6 2.26 Recreational Reading 11 2.07 2 2.16 3 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40 4 2.41 8 19 2.13 6 2.26 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 1 2.40 2.40 1 2.40 2	Experience Charts 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 1.92 13 29 2.08 8 2.18 Reading Application 10 1.95 7 2.02 7 3 2.14 3 2.16 5 11 2.40 4 2.41 8 19 2.13 6 2.26 8 2.26	Use of Dictionary 22 1.98 5 1.96 9 15 2.47 1 2.30 1 36 2.43 3 2.62 3 37 2.33 2 2.33 2 2.33 2 2.34 2 2.35	Supplemental Reading 11 2.01 4 2.14 4 3 1.92 7 1.84 10 11 2.63 2 2.82 2 24 2.23 5 2.31 Use of Dictionary 22 1.98 5 1.96 9 15 2.47 1 2.30 1 36 2.43 3 2.62 3 37 2.33 2 2.33 Experience Charts 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 1.92 13 29 2.08 8 2.18 Reading Application 10 1.95 7 2.02 7 3 2.14 3 2.16 5 11 2.40 4 2.41 8 19 2.13 6 2.26 Recreational Reading 11 2.07 2 2.16 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40	Ability Grouping 17 1.95 7 1.98 8 5 1.79 8 1.56 13 14 2.07 12 2.59 5 26 1.99 11 2.13 Supplemental Reading 11 2.01 4 2.14 4 3 1.92 7 1.84 10 11 2.63 2 2.82 2 24 2.23 5 2.31 Use of Dictionary 22 1.98 5 1.96 9 15 2.47 1 2.30 1 36 2.43 3 2.62 3 37 2.33 2 2.33 Experience Charts 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 1.92 13 29 2.08 8 2.18 Reading Application 10 1.95 7 2.02 7 3 2.14 3 2.16 5 11 2.40 4 2.41 8 19 2.13 6 2.26 Recreational Reading 11 2.07 2 2.16 3 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40	Reading Comprehension 7 2.24 1 2.22 1 3 2.16 2 2.27 2 14 2.38 5 2.50 7 21 2.32 3 2.39 Abbility Grouping 17 1.95 7 1.98 8 5 1.79 8 1.56 13 14 2.07 12 2.59 5 26 1.99 11 2.13 Supplemental Reading 11 2.01 4 2.14 4 3 1.92 7 1.84 10 11 2.63 2 2.92 2 24 2.23 5 2.31 Use of Dictionary 22 1.98 5 1.96 9 15 2.47 1 2.30 1 36 2.43 3 2.62 3 37 2.33 2 2.33 Expectionac Charts 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 </td <td> Oral Reading Comprehension 11 1.73 12 1.75 13 3 1.63 13 1.61 12 14 2.17 9 2.32 11 22 1.87 13 1.82 1 Reading Comprehension 7 2.24 1 2.22 1 3 2.16 2 2.27 2 14 2.38 5 2.50 7 21 2.32 3 2.39 1 2.11 2 2.47 2 2 2 2 2 2 2 2 2 </td> <td>Structural Analysis 13 2.03 3 2.17 2 5 2.09 4 2.19 3 25 2.36 6 2.61 4 26 2.37 1 2.48 Oral Reading Comprehension 7 2.24 1 2.22 1 3 2.16 2 2.27 2 14 2.38 5 2.50 7 21 2.3 3 2.39 Ability Grouping 17 2.05 7 1.98 8 5 1.79 8 1.56 1.3 1.2 2.48 2.59 5 26 1.99 11 2.13 Supplemental Reading 12 2.01 4 2.14 4 3 1.92 7 1.84 10 11 2.63 2 2.82 2 24 2.23 5 2.31 2.39 Supplemental Reading 12 2.06 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 2.82 2 24 2.23 5 2.31 2.88 2.39 Experience Charts 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 1.92 13 2.08 8 2.18 Reading Application 10 1.95 7 2.02 7 3 2.14 3 2.16 5 11 2.40 4 2.41 8 19 2.13 6 2.26 Recreational Reading 11 2.07 2 2.16 3 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40</td> <td>Phonics Phonics 11 1.87 10 2.04 6 3 1.97 6 1.97 6 14 2.35 7 2.36 10 19 2.02 10 2.16 Structural Analysis 13 2.03 3 2.17 2 5 2.09 4 2.19 3 25 2.36 6 2.61 4 26 2.37 1 2.48 Oral Reading Comprehension 7 2.24 1 2.22 1 3 2.16 2 2.27 2 14 2.17 9 2.32 11 22 1.87 Ability Grouping 17 1.95 7 1.98 8 5 1.79 8 1.56 13 14 2.07 12 2.59 5 26 1.99 11 2.13 Supplemental Reading 11 2.01 4 2.14 4 3 1.92 7 1.84 10 11 2.63 2 2.82 2 24 2.23 5 2.31 Use of Dictionary 22 1.98 5 1.96 9 1.5 2.47 1 2.30 1 36 2.43 3 2.62 3 37 2.33 2 2.33 Experience Charts 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 1.92 13 29 2.08 8 2.18 Reading Application 10 1.95 7 2.02 7 3 2.14 3 2.16 5 11 2.40 4 2.41 8 19 2.13 6 2.26 Recreational Reading 11 2.07 2 2.16 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40 </td> <td>Sight Vocabulary 14 1.83 11 1.93 10 8 1.77 10 1.91 8 11 2.33 8 2.52 6 24 2.04 9 2.19 Phonics 11 1.87 10 2.04 6 3 1.97 6 1.97 6 1.4 2.35 7 2.36 10 19 2.02 10 2.16 Structural Analysis 13 2.03 3 2.17 2 5 2.09 4 2.19 3 25 2.36 6 2.61 4 26 2.37 1 2.48 Oral Reading Comprehension 7 2.24 1 2.22 1 3 2.16 2 2.27 2 14 2.38 5 2.50 7 21 2.32 3 2.39 Ability Grouping 11 2.01 4 2.14 4 3 1.92 7 1.98 8 5 1.79 8 1.56 13 14 2.07 12 2.59 5 26 1.99 11 2.13 Supplemental Reading Comprehension 10 1.95 7 2.02 7 3 2.14 2 3 2.06 5 2.17 4 19 2.07 12 2.82 2 24 2.23 5 2.31 Experience Charte 29 1.96 6 1.91 11 8 2.06 5 2.17 4 19 2.07 12 1.92 13 29 2.08 8 2.18 Reading Application 10 1.95 7 2.02 7 3 2.16 3 2.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40 Recreational Reading 11 2.07 2 2.16 3 3 1.79 8 1.95 7 19 2.93 1 2.85 1 27 2.31 4 2.40</td> <td>Readiness Program 36 1.92 9 2.08 5 43 1.64 12 1.86 9 25 2.17 9 2.41 8 32 1.96 12 2.18 Sight Vocabulary 14 1.83 11 1.93 10 8 1.77 10 1.91 8 11 2.33 8 2.52 6 24 2.04 9 2.19 Phonics 11 1.67 10 2.04 6 3 1.97 6 1.97 6 14 2.35 7 2.36 10 19 2.02 10 2.16 Structural Analysis 13 2.03 3 2.17 2 5 2.09 4 2.19 3 25 2.36 6 2.61 4 26 2.37 1 2.48 Oval Reading Reading Comprehension 7 2.24 1 2.22 1 3 2.16 2 2.27 2 14 2.17 9 2.32 11 22 1.87 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		2.82	3.04	2.60	2.52	2.34	2.61	2.56	2.45	2.64	2.59	2.30	MEAN	TEACHING METHODS	
		N	Н	5	®	10	4	7	9	ω	6	11	웃	SCIC	IDAHO
		3.00	3.10	2.91	2.67	2.62	2.50	2.92	2.86	2.63	2.60	2.66	MEAN	MATERIAL& STU. ACT	
		2	<u></u>	4	6	9	11	ယ	5	®	10	7	굕	ACT	
	-	67	36	38	13	36	26	36	29	9	10	9	%	N/N	=
		2.63	2.94	2.43	2.32	1.90	2.31	2.12	2.04	2.40	2.22	2.23	MEAN		HSAW
		N 1	<u></u> , (ω ·	ر. ل	1	6	9	10	4	<u></u> σ	7	곶	HING	WASHINGTON
-		2.59	2 78	2 43	2.57	2.09	2.31	2.22	2.14	2.46	2 3 3	2.35	MEAN	MATE:	Z
	· · · · · · · · · · · · · · · · · · ·	N +	<u> </u>	л (ω į	=		• · · · · • • • • • • • • • • • • • • •	10			6	R.	MATERIAL& STU. ACT	
											_				→

TABLE 45 (continued)

	11.	10.	9.	•	7.	٠ •	5.	4.	ယ	2•	1.	j		
	Business forms (checks, application blanks, etc.)	Written self expression	Letter Writing	Following directions	Use of telephone	Spelling	Cursive writing	Manuscript writing	Improving oral expression	Oral Vacabulary 'development	Listening skills			
	58	23	27	4	21	19	27	23	6	6	4	%	N/A	=
	2.37	2.67	2.15	2.04	1.84	1.97	2.13	2.09	2.25	2.27	2.12	MEAN		IIVMI
	2	H	G	9	11	10	2	∞	4	ω	7	72	1	0HH0
	2.44	2.72	2.31	2.34	1.98	2.02	2,25	2.09	2.45	2,42	2.37	MEAN	MATERIAL& STU, ACT	
<u>.</u>	ω	Н	7	5	11	10	œ	9	2	4	ر.	R	RIAL& ACT	
	<u> </u>	17	17	6	17	17	17	22	0	0	0	%	N/A	
	2.70	3.23	1.92	2.73	1.80	2.50	2.29	1.75	2.56	2.24	2.24	MEAN	TEACHING METHODS	TIVAN
	ယ	-	9	2	5	ڻ ا	6	11	4	7	7	RK	1	OUTE
	2.73	2.71	2.00	2,43	1.88	2.57	2.36	2.00	2.69	2.38	2.56	MEAN	MATERIAL& STU. ACT	R ISLAND
	—	~	9	6	<u> </u>	4	∞	.9	<u>ω</u>	7	<u>-</u> -	R	ACT	
	77	38	35	12	38	27	35	23	4	4	8	%	N/N	ALA
	2.00	3.00	2.77	2.10	1.87	2.67	2.06	2.10	1.96	2.00	2.04	MEAN	TEACHING METHODS	ALASKA COMMUNITY
	∞	H	2	4	11	ω	6	4	10	∞	7	Ŗ	S	MIN
	3.00	3.07	2.94	2.27	2.50	2.82	2.56	2.79	2,42	2.46	2.35	MEAN	• ਲ	ΥŢΊ
	2	<u> </u>	ω	11	7	4	6	5	9	∞	10	줐	RIAL& ACT	
	59	27	27	9	50	14	18	14	رب ر	ر. ل	ر. ن	%	N/N	A
	2.71	2.93	2,13	2.32	2.18	1.94	1.82	1.50	2.61	2.30	2.55	MEAN	TEACHING METHODS	ALASKA RIISH
	•	Н	∞	ر.	7	9	10	11	ω	6	4	R R		HSH
	ယ ယ ယ	2.88	2.31	2.60	2,46	2.23	1.83	2.00	2.74	2.31	3.05	MEAN	MATERIAL& STU. ACT	
	H	ω 	7	G	6	9	5 95	10.	4	7	2	R	RIAL& ACT	

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY
IN TEACHING SCIENCE FOR STATES

	<u>α</u>	7.		٠ .	4	. w		<u> </u>	ı	
	Conservation of natural resources	Water			Anim	Plants				
	30	25	26	26	22	24	25	24	1%	N/A
•	2.25	2.22	2.34	2.27	1.82	2.00	1.79	1,96	MEAN	CONTENT
	ω	4	۳	8	7	5	8	6	RK	TINE
	2.54	2.51	2.58	2.55	2.13	2.25	2.14	2.39	MFAN	CONTENT STU. ACT
·	<u>ω</u>	4	1	2	8	6	7	5	쯪	ACT
	20	15	15	13	13	13	10	10	1%	N/N
,	1.90	2.00	2.03	2.11	1.80	1.77	1.72	1.64	MEAN	CONTENT STI
	4	ω	2	Ъ	5	6	7	8	R.	
	2.19	2.44	2.56	2.38	2.03	2.03	1.91	2.09	MEAN	MATERIAL& STU. ACT
·	4	2	<u> </u>	ω ——	<u> </u>	6	8	ъ	R	CT AI,&
	11	8	00	8	11	11	∞	6	%	N/N
	3.36	3.16	3.16	3,13	2.48	2.81	2,45	2.52	MEAN	DETERMINE CONTENT
	<u> </u>	2	2	4	7	G	8	6	RK	
	3.59	3.43	3.38	3,41	2.79	2.97	2.87	2.93	MEAN	MATERIAL& STU. ACT
	<u> </u>	2	4	ω	<u>∞</u>	и	7	6	Ŗ	ACT
	36	34	35	34	30	30	30	30	%	N/N
	2.32	2.23	2.35	2.34	1.94	2.10	1.74	1.89	MEAN	DETERMINE
	ω ———	4	<u> </u>	N	6	'n	&	7	2	
	2.62	2.45	2.49	2.46	2.20	2.24	2,11	2.29	MEAN	MATERIAL& STU. ACT
	<u> </u>	4	98		7	<u></u>	<u> </u>	ن	2	AL&



.	7.	6.	5.	4	ω	2•	<u> </u>	i	
Conservati natural re	Water	Air	Sun, earth	Animals	P1:Ints	Seasons of	Weather		
on of sources			, moon			the year			
36	32	ယ	31	27	26	28	28		N/A
2.13	2.00	2.16	2.19	1.89	1.93	2.17	1.91	MEAN	HAMAII OAHII N/A DETERMINE CONTENT
4	ن	w	<u> </u>	- -	9	2	7	Ę	MINE
2.37	2.12	2.30	2.33	2.06	1.98	2.34	2.12	MEAN	MATER STU.
Н	ر. ا	4	ω	7	∞	2	5	2	ACT
11	22	17	17	17	17	11	11	2%	N/N
2.33	2.62	2.62	2.39	2.00	2.00	2.50	2.14	MEAN	HAHAII QUTER A DETERMINE CONTENT
5	–	-	4	7	7	ω	6	2	OUTEI MINE NT
2.77	2.58	2.54	2.50	1.92	2.15	2.71	2.36	MEAN	MATERIAL& STU. ACT
H	ω	4	5	<u></u>	7	2	6	쯙	ACT VCT
19	19	19	15	12	12	15	12	%	N/A
2.00	2.00	2.28	2.11	1.80	1.85	1.74	1.85	MEAN	ALASKA COMMUNITY A DETERMINE MAT CONTENT STU
w	ω		2	7	ъ	o	5	桑	OMMUN TINE TINE
2.68	2.63	2.90	2.60	2.52	2.62	2.20	2,29	MEAN	• 점
2	<u>ω</u>	_	G	6	4	œ	7	R	RIAL& ACT
14	14	14	14	14	14	14	14	%	N/N VTV
2.74	1.95	2,32	2.21	2.21	2.37	1.95	2.21		ALASKA BUSH N/A DETERMINE CONTENT
			4 2	4 2	2 2	7 2	4 2		
							90		MATERIAL&
<u>-</u>		ω Ω 7		<u>~</u>	<u>. </u>	<u> </u>	2	F	TLE
	Conservation of natural resources 36 2.13 4 2.37 1 11 2.33 5 2.77 1 19 2.00 3 2.68 2 14	Water 32 2.00 5 2.12 5 22 2.62 1 2.58 3 19 2.00 3 2.63 3 14 1.95 7 2.58 Conservation of natural resources 36 2.13 4 2.37 1 11 2.33 5 2.77 1 19 2.00 3 2.68 2 14 2.74 1 3.11	Air 33 2.16 3 2.30 4 17 2.62 1 2.54 4 19 2.28 1 2.90 1 14 2.32 3 2.84 Water 32 2.00 5 2.12 5 22 2.62 1 2.58 3 19 2.00 3 2.63 3 14 1.95 7 2.58 Conservation of natural resources 36 2.13 4 2.37 1 11 2.33 5 2.77 1 19 2.00 3 2.68 2 14 2.32 3 2.84 1 2.32 3 2.42 2.58 3 19 2.00 3 2.63 3 14 1.95 7 2.58	Sun, earth, moon 31 2.19 1 2.33 3 17 2.39 4 2.50 5 15 2.11 2 2.60 5 14 2.21 4 2.84 Afr 33 2.16 3 2.30 4 17 2.62 1 2.54 4 19 2.28 1 2.90 1 14 2.32 3 2.84 Water 32 2.00 5 2.12 5 22 2.62 1 2.58 3 19 2.00 3 2.63 3 14 1.95 7 2.58 Conservation of natural resources 36 2.13 4 2.37 1 11 2.33 5 2.77 1 19 2.00 3 2.68 2 14 2.74 1 3.11	Animals 27 1.89 8 2.06 7 17 2.00 7 1.92 8 12 1.80 7 2.52 6 14 2.21 4 2.42 Sun, earth, moon 31 2.19 1 2.33 3 17 2.39 4 2.50 5 15 2.11 2 2.60 5 14 2.21 4 2.84 Air Water 32 2.00 5 2.12 5 2.12 5 2.62 1 2.58 3 19 2.00 3 2.63 3 14 1.95 7 2.58 Conservation of natural resources 36 2.13 4 2.37 1 11 2.33 5 2.77 1 19 2.00 3 2.68 2 14 2.74 1 3.11	Plants 26 1.93 6 1.98 8 17 2.00 7 2.15 7 12 1.85 5 2.62 4 14 2.37 2 2.61 Animals 27 1.89 8 2.06 7 17 2.00 7 1.92 8 12 1.80 7 2.52 6 14 2.21 4 2.42 Sun, earth, moon 31 2.19 1 2.33 3 17 2.39 4 2.50 5 15 2.11 2 2.60 5 14 2.21 4 2.42 Air 2.21 2.33 3 17 2.39 4 2.50 5 15 2.11 2 2.60 5 14 2.21 4 2.84 Air 3 2.16 3 2.30 4 17 2.62 1 2.58 3 19 2.00 3 2.63 3	Seasons of the year 28 2.17 2 2.34 2 11 2.50 3 2.71 2 1.74 8 2.20 8 14 1.95 7 2.58 Pl:ints 26 1.93 6 1.98 8 17 2.00 7 2.15 7 12 1.85 5 2.62 4 14 2.37 2 2.61 Animals 27 1.89 8 2.06 7 17 2.00 7 1.92 8 12 1.80 7 2.52 6 14 2.37 2 2.61 Sun, earth, moon 31 2.19 1 2.33 3 17 2.39 4 2.50 5 15 2.11 2 2.60 5 14 2.21 4 2.42 Air 2.20 3 2.30 4 17 2.62 1 2.54 4 19 2.28 1 2.90 1<	Weather 28 1.91 7 2.12 5 11 2.14 6 2.36 6 12 1.85 5 2.29 7 14 2.21 4 2.90 Seasons of the year 28 2.17 2 2.34 2 11 2.50 3 2.71 2 15 1.74 8 2.20 8 14 2.90 7 2.58 14 1.95 7 2.58 14 1.95 7 2.58 14 1.95 7 2.58 14 1.95 7 2.58 17 2.00 7 2.15 7 12 1.85 5 2.62 4 14 2.93 2 2.60 7 17 2.00 7 1.92 8 12 1.85 5 2.62 4 14 2.37 2 2.61 Altr 2.00 2.10 2.33 3 1.7 2.32 1 2.50 5 1.5	Weather 28 1.91 7 2.12 5 11 2.14 6 2.36 6 12 1.85 5 2.29 7 14 2.12 5 11 2.14 6 2.36 6 12 1.85 5 2.29 7 14 2.20 RK WEAN RK MEAN RK 2.90 Seasons of the year 28 2.17 2 2.34 2 11 2.50 3 2.71 2 1.5 1.74 8 2.20 8 14 2.90 Plants 26 1.93 6 1.98 8 17 2.00 7 2.15 7 12 1.85 5 2.62 4 14 2.90 2 2.61 Animals 27 1.89 8 2.06 7 1.7 2.00 7 1.92 8 12 1.80 7 2.52 6 14 2.37 2 2.61



APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS-FOR DIFFICULTY IN TEACHING SOCIAL STUDIES FOR STATES

		N/N	OREGON URBAN	URBA	Z Z	IAT	廿		N RIII					IĐ	OHVUI				HSVM	WASHINGTON	22.1	2
		N/A	CONTENT	LINE	STU. ACT	ACT	N/A		DETERMINE CONTENT		MATERIAL& STU. ACT	AL&	N/A	DETERMINE CONTENT	Y INE	MATERIAL& STU. ACT	RIAL& ACT	N/A		NTH	DETERMINE	TERMINE MATERIALS
ı		%	MEAN	굕	MFAN	굕	%	MEAN	┝╼╡	RK MI	MEAN	Ŗ	%	MEAN	2	MEAN	2	%	Z	=	71/	WI WI
1.	Home and family	26	1.82	18	2.02	18	15	1.62		19	<u> </u>	19	i	1 89		3		2 }	MEAN	(²	, ,	, , , ,
2.	Community	24	1.96	16	2.10			_			2.07	14	11	2.13		2 2 2	_	2 2	1.96) ā		. 18
ယ	Safety	20	1.71	20	1.87	<u>'</u> 20	10		_		1.81	20	&	1.97	19	2.35	17	2 4	1 02			3 5
4.	Health	19	1.87	17	1.93	19	10				1.97	17	6	2.06	1 8	2.59		22 1	1 07	-	17	
5	Government	39	2.70	ω	2.80		35	3.04		<u>μ</u>	3.26		36	3.14	ω	3.21		ار د	3.00		1	1 2 07
6.	Local current events	24	2.26	11	2.20	14	13	1.97		12 1	1.97	17	22	2.27	13	 - 2.63	=	<u>بر</u>	2 25		1, 1	
7.	State current events	32	2.45	5	2.41	œ	20	2.52	52	2	2.43	10	31	2.61	9	3.15	ر ا	44	2 1		ρ 1 -	
œ	Nat'l current events	31	2.35	&	2.30	13	18	2.48		2	2.48	7	31	2.65	œ	2.85		ŝ	2 50			2
့	Use of news media	28	2.34	9	2.34	10	13	2.44		6 2	.55	<u>5</u>	28	2.36	11	2.44	16	41	2.53		<u> </u>	
10.	Historical events	29	2.53	5	2.46	7	18	2.46		5 2	2.59	4	28	3,20	2	3.65	2	42	2.71		л (
11.	Sex education	38	2.81	2	3.01	—	38	3.00		2 3	3.13	ω	39	3,65	<u> </u>	4.11	-	48	2.83		، د	
12.	Law and authority	19	2.05	14	2.37	9	8	2.16	.6 11		2.46	9	<u> </u>	2,33	12	2.57	12	24	2.30		=	_
13.	Use of leisure time	21	2.28	10	2.50	6	10	2.3	39	8 2	2.53	6	6	2.85	6	3.23	ω	27	2.67		7	
14.	Inter-intracity travel	27	2.05	14	2.18	15	15	1.85	5 15		2.00	15	∞	2.59	10	2.69	9	30	2.27			
15.	Grooming	22	1.80	19	2.06	17	10	1.83	$\frac{3}{16}$		2.12	13	6	2.24	14	2.52	14	21	1.93	_		
16.	Work habits/attitudes	23	2.06	13	2.33	12	13	1.94	4 13		2.32	11	19	2.21	15	2.24	18	29	2.17			
17.	Job aspirations	50	2.42	7	2.62	G	53	2.17	7 10		2.47	<u>ω</u>	36	2.91	ъ	2.90	7	50	2.68			
18.	Job application proc.	68	2.19	12	2.34	10	70	1.90	0 14		2.00 1	15	53	2.13	16	2.00	20	67	2.29			
19.	Fringe benefits	69	2.61	4	2.74	4	70	2.30	<u>ာ</u>		2.27 1	12 5	58	2.69	7	2,67		71	2.81			
20.	Union membership	70	2.85	۲	3.00	2	70	2.40		·	3.40	- 6	61	3.08	4	3.17	ъ	75	2.91		2	
		-			The Market State of				_		Market Line	_	_			٠				_	_	

ERIC.

TABLE 47 (continued)

	三	HAWAII OAHU			\downarrow		HAWATT	a carried	TGI AND	5	-										
	N/A	N/A DETERMINE CONTENT		MATERIAL& STU, ACT	J. L.	N/N	- स्वाप्त व	T	34 -	(AI.&	N/A	DET!	A DETERMINE MAT	· 필	ACT	N/A	ALASKA BUSH A DETERMINE CONTENT		MATERIAL&	AL&	
	%	MEAN	Ŗ	MEAN	쯪	%	MEAN	Ŗ	MEAN	Ŗ	%	MEAN	콨	MEAN	2	~	MEAN	y y	MEAN	7	
1. Home and family	14	1.59	20	1.74	20	11	1.71	18	2.00	18	12	2.24	*	2.48	12	18	2.00	17	2.47	15	•
2. Community	15	1.80	16	1.85	17	11	1.85	16	2.00	18	12	2.29	29 12	2.38	16	14	1.83	19		19	
3. Safety	15	1.61	19	1.82	19	17	1.69	19	2.25	14	<u> </u>	1.86	86 20	2,18	18	14	2.11	15		13	ŧ
4. Health	15	1.66	18	1.83	18	22	1.64	20	2.27	13	∞	1,91	91 18	2.09	20	9	2.05			17	
5. Government	33	2,63	<u> </u>	2.54	p	44	3.38	μ.	3.56	ш	54	3.10	<u>5</u> 3	2.60	7	41	2.75			•	
6. Local current events	24	2.00	9	1.96	16	17	2.00	13	2,21	15	27	2.06)6 15	2.18	18	23		14		12	
7. State current events	28	2.17		2.14	11	28	2.30	10	2.50	11	35	2.53	6	2,40	14	23	2.60	10		4	3 9
8. Nat'l current events	27	2.49	ω	2.32	ن	22	2.58	0	2.62	9	27	2.59	4	2,53	10	23	2,93	ω	3.25	4	•
9. Use of news media	28	2.00	9	2.05	14	22	2.25	11	2.54	10	31	2.44	10	2.56	9	32	2.79	6	3.00	<u> </u>	
10. Historical events	ည	2.53	2	2.44	ယ	22	2.83	w	2.69	7	38	2.46	9	2.57	∞	32	2,69	9		16	
11. Sex education	31	2.46	4	2.47	2	44	2.38	7	2.63	<u> </u>	19	2.00	0 17	3.28	ယ	36	3.08	2	3,25	4	
12. Law and authority	13	1.97	12	2.30	7	17	1.92	14	2.29	12	15	2.25	25 13	2.40	14	9	1.79	20	2.37	17	
13. Use of leisure time	14	1.98	11	2.32	տ	17	2.31	9	2.71	6	19	2.47	7 8	2.84	6	5	2.90	ن	3,15	7	
	13	1.92	13	2.13	13	11	1.86	15	2.07	17	23	1.89	19	2.28	17	32	2.36	12	2.64	11	
Groot	14	1.77	17	2.03	15	22	1.83	17	2.00	18	18	2.05	5 16	2.50	=	رب د	2.00	17	2.20	20	
16. Work habits/attitudes	19	1.86	15	2.14	11	11	2.07	12	2.21	15	15	2.3	32 11	2.42	13	9	2.22	13	2.50	13	
17. Job aspirations	37	2.33	7	2.42	4	28	2.82	4	2.83	5	42	2.50	7	3.00	4	36	2.92	4	3,33	2	
18. Job application proc.	60	1.92	13	2.19	10	56	2.33	<u></u>	2.86	4	65	2,57	7 5	3.00	4	46	2.50	11	2.78 1	10	:
19. Fringe Benefits	63	2.36	20	2.21	9	56	2,67	5	3.14	ω	73	3.60	0	3.80	N_	50	3.11	–	3.56	<u> </u>	
20. Union membership	60	2.46	4	2.30	7	61	3.00	2	3.33	2	73	3.60	0 1	4.00	<u> </u>	5.)	2.78	7	3 33	2	RIC" At Provided by ERIC
 Control of the Control /li>	di .			·	_				_	_										<u>. </u>	E



FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR STATES

			_						_													
				15.	14.	: 13.	12.	; F	19.	• •	•	• :	7	6.	5.	4	ب		٠ -			
MEGON URBAN OREGON RURAL IDAHO WASHINGTON MEAN RANK RANK AL 3.06 2 2 2.06 2 2.06 2 2.06 2 2.12 6 1.49 13 1.	Not Hav Hav Hav Use	this section teachers were asked to respond on a terials named. The scale was to be marked as folic		Language	Court Reading	-Levine Social Competency	tory Discrimination	l Reading Capacity and Achievement	Concept	son Program for Concept	illms for th	Cit Job (rinney	of the latter of	Makes Sense & Using Dollars and	Digest Skill	Reading Readiness	ogram for the Development of	enta u	Language Development			
OREGON RURAL IDAHO WASHINGTON	Fami rea see tri	poi		1.69	1.93	1,45	1.83	2.24	1.82	-	1.69	1.64	1.93	3	3,61	2,25	2.89	1.54	2.85	MEAN	OREGON	7
RURAL IDAHO WASHINGTON RANK MEAN RANK MEAN RAN 12 1.36 13 1.53 1. 2 3.09 4 3.06 2 1 3.79 2 3.06 2 1 3.79 2 3.06 2 1 3.43 3 1.79 8 9 2.12 6 1.49 13 14 1.34 14 1.52 12 14 1.34 15 1.22 15 10 1.79 7 1.56 10 6 1.71 8 1.82 6 8 1.57 9 1.81 7 11 1.41 12 1.41 14 7 1.57 9 1.97 5 13 1.46 11 1.77 9 1 2.33 4 5 1	ar with or heardemonst: the material :			10	7	14	œ 	G	9	15	10	12	σ	`	H	4	2	13	ω	RANK	URBAN	
RURAL IDAHO WASHINGTON RANK MEAN RANK MEAN RANK 12 1.36 13 1.53 1. 2 3.09 4 3.06 2 1 3.79 2 3.06 2 1 3.79 2 3.06 2 1 1 3.79 2 3.06 2 1 1 1.34 14 1.52 15 10 1.79 7 1.56 10 6 1.71 8 1.52 12 11 1.41 12 1.41 14 1 1.41 12 1.41 14 1 1.57 9 1.81 7 1 1.57 9 1.81 7 1 1.57 9 1.97 5 1 1.57 9 1.97 5 1 1.57 9 1.97 5 1 1.46 11 1.77 9 1 1.57 9 1.97 5 1 1.2 3.4 5	the mated about rated or terial regularly			1.34	2.05	1.41	1.72	2.15	1.56	1.13	1.13	1.69	2,26		3,46	2.18	2.72	1.39	2.45	MEAN	OREGON	
IDAHO WASHINGTON MEAN RANK MEAN RANK MEAN RANK MEAN RAN RAN RAN RAN RANK RANK MEAN RANK RANK MEAN RANK RANK MEAN RANK	rials in use	ç		13	7	11	œ	6	10	14	14	9	4	. 1	-	لت س	2	12	ω	RANK		
WASHINGTON ANK MEAN 1 3.10 1 3.10 1 3.06 2 2.06 2 3.06 2 3.06 2 1.79 8 1.82 1 1.52 1 1.52 1 1.77 9 1.97 5 5 5 X WASHINGTON RAN RAN RAN RAN RAN RAN RAN R				1,46	1.57	1.41	1.57	1.71	1.79	1.18	1.34	2,12	3.43	(3,79	2.49	3.09	1.36	3,83	MEAN	IDAH	
WASHINGTON WASHINGTON MEAN 1.53 1.53 1.3.06 2.06 2.06 2.1.79 1.49 1.52 1.52 1.52 1.56 1.82 1.82 1.81 1.41 1.	႞ၯ႞ၹ႞ၯ႞ၯ	liarity		11	9	12	9		7	15	14	6	ω		<u> </u>	ს	4	13	1	RANK		
	••	with		1.77	1.97	1.41	1.81	1.82	1.56	1.22	1,52	1.49	1.79	3.00	۵ ۵	2.06	3.06	1,53	3.10	MEAN	WASHING	
		e		ဖ	۲ ₅	14	7	o.	10	15	12	13	∞		. د	^	2	11	Þ	RANK	TON	

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INAMATI OAND INAMATI OAND INAMATI OAT IST INAMASIA COUM. INAMASIA DUSH INAMASIA OAND INAMASIA DUSH INAMASIA DU				15.	14.	13.	12.	11.	19.	9	φ.	•	7	6	5	4.		ယ •	2.	ŗ			
MANI OAHU MANI OUT ISI ALASKA COMM. MANK MEAN RANK MEAN MEAN RANK RANK MEAN RANK RANK MEAN RANK RANK MEAN RANK	No Hay Hay Hay Us	this section teachers were asked to respond on a terials named. The scale was to be marked as follows:	0	ir Language Pro	Court Reading	Social Competency	Auditory Discrimination	Reading Capacity and Achievement	Concept	Program for Concept	films for the	our Job (Finney	rense a verne voltars and	Makes Sense & Hotes Dolland and	Digest Skill Builders	Reading Readiness	-0	Program for the Development of	Plus	Language Development			
HU HAVAII OUT ISI ALASKA COAN. ALASKA BUSH KANK MEAN RANK MEAN RANK MEAN RANK 2 2.94 2 3.23 2 2.73 2 111 1.33 12 1.54 10 1.38 11 1 2.94 2 3.64 1 2.68 3 5 2.31 4 2.13 5 1.77 7 3 3.31 1 3.20 3 3.46 1 4 2.06 5 1.89 7 1.91 4 7 1.77 6 1.65 8 1.46 10 10 1.18 14 1.39 12 1.36 12 1.55 1.12 15 1.23 15 1.05 15 2 1.47 10 1.36 13 1.73 8 8 1.77 6 2.12 6 1.91 4 6 1.71 8 2.15 4 1.86 6 1.71 8 2.15 4 1.86 6 3 1.31 13 1.26 14 1.36 12 4 1.47 10 1.56 9 1.55 9 9 1.59 9 1.52 11 1.32 14 ale with regard to their familiarity with the material 1	fami rea see tri	poi	2.03			•							2.44	3.00	3 1	2 33		1,59		3.20	MEAN	HAWAII	
OUT ISL ALASKA COMM. ALASKA BUSH NANK MEAN RANK RAN	ar with or hear demonst the material		9	14	; ;	13	6	∞	12	15	10	7	4		· ·	л	н-	11	ı	3	RANK	OAHU	
RANK MEAN RANK MEAN RANK MEAN RANK MEAN RANK MEAN RANK	the mat d about rated or terial regularl		1.59	1.47		- -	1.71	1.77	1.47	1.12	1.18	1,77	2.06	မ	10.21	ာ ၁	2.94	1.33	46.24	3 0	MEAN	1	
MEAN COMM. ALASKA BUSH MEAN RANK MEAN RANK 3.23 2 2.73 2 1.54 10 1.38 11 3.64 1 2.68 3 2.13 5 1.77 7 3.20 3 3.46 1 1.89 7 1.91 4 1.65 8 1.46 10 1.39 12 1.36 12 1.21 6 1.91 4 2.12 6 1.91 4 2.15 4 1.86 6 1.21 1.36 12 1.56 9 1.55 9 1.52 11 1.32 14 21 familiarity with the X2 3 4 5 7	in	8	9	10	; t	<u>۔</u>	œ	0	10	15	14	6	5	p-i	2	<u> </u>	2	12	^	,	RANK		
OMM. ALASKA BUSH RANK MEAN RANK 2 2.73 2 10 1.38 11 1 2.68 3 5 1.77 7 3 3.46 1 7 1.91 4 8 1.46 10 12 1.36 12 15 1.91 4 4 1.86 6 14 1.36 12 9 1.55 9 11 1.32 14 11arity with the 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 4 5 4 1 3 </td <td></td> <td></td> <td>1.52</td> <td>1,56</td> <td>1.40</td> <td>36</td> <td>2,15</td> <td>2,12</td> <td>1.36</td> <td>1,23</td> <td>1.39</td> <td>1,65</td> <td>1,89</td> <td>3,20</td> <td>2.13</td> <td></td> <td>3.64</td> <td>1.54</td> <td>3.23</td> <td>3</td> <td>MEAN</td> <td>ALASKA</td> <td></td>			1.52	1,56	1.40	36	2,15	2,12	1.36	1,23	1.39	1,65	1,89	3,20	2.13		3.64	1.54	3.23	3	MEAN	ALASKA	
A BUSH RANK RANK 1 11 3 11 4 4 4 4 4 4 10 12 12 14 14 14 14	S S S S S	iliarity	11	9	14		4	o	13	15	12	8	7	w	ر ر	,	-	10	~		RANK	COM.	
SH SH RANK 2 2 2 2 4 4 4 4 9 2 6 6 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8			1.32	1.55	1.36		1.86	1.91	1.73	1.05	1.36	1,46	1,91	3,46	1.77) 68	1.38	2.73		- 1		
		ie.	14	9	12		» .	-	∞	15	12		· _	H	7	·	ມ	11	2		RANK	HSUB	



DIFFICULTY WITH SEATWORK FOR STATES

	OREGON	IIRBAN	กลาสดา	1Valla	Than		T	
	TEACHING DIFFICULTY	NT.TV	TEACHING DIFFICULTY	NG.TY	TEACHING	VG VTTY	TEACHING DIFFICULTY	JLTY
	MEAN	RK.	MEAN	R	MEAN	R	MEAN	ЯВ
DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:			·					Ž
Arithmetic	1.67	15	1.35	15	2.03	15	1.84	15
Language Arts	1.90	13	1.97	10	2.50	œ 	2.24	9
Reading	1.78	14	1.80	13	2.31	13	1.96	14
Social Studies	2.39		2. 57	ມ	9	n		, ;
Science)	,		• (•	2005	3
	2.67	W	2.78	–	3.21	–	2.89	2
DIFFERENT ABILITY LEVELS;								0 2
Arithmetic	1.98	11	1,68	14	2.18	14	1.98	
Language Arts	2.09	∞	2.03	7	2.44	9	2.30	∞
Reading	1.91	12	1.85	12	2.34	12		19
Social Studies	2,62	4	2.41	6	3.09	4	_	>
Science	2,85	μ	2.56	4	3.18	· ·	ب 101	
DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:					-	1		F
Arithmetic	2.04	9	2.03	7	2.44	9	2.18	10
Language Arts	2.11	7	2.00	9	2,62	7		7
Reading	2.00	10	1.95	11	2.43	11		1
Social Studies	2.53	G ₁	2.54	ري د	3.03	(J	_	5
Science	2.69	2	2.58	2	3,12	<u>ω</u>	2.76	ယ
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-	Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED; Arithmetic	Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS: Arithmetic	Science	Social Studies	Reading	Language Arts	DIFFICULTY IN DEVELOPING HEANINGFUL SEATWORK IN: Arithmetic			
	2.46	2.22	1,93	1.86	1.75	2.49	2.28	1.75	1.75	1.43	2.47	2.19	1.79	1.75	1.48	меан	TFACHING DIFFICULTY	WANATT
	ω	Сī	7	œ	10	–	4	10	10	5	8	6	9	10	14	RX	CNC	
	3,07	3.00	2.69	2.39	2.22	3.07	2.67	2.06	1.94	1.50	2.93	2,53	2.12	2.17	1.56	MFAN	TEACHING DIFFIGULTY	
	—	ω	٠,	œ	9	н	6	12	13	15	4	7	11	10	14	RX	TEACHING DIFFICULTY	
	2.91	2.91	2.73	2.72	2.65	2.85	2.76	2.48	2.67	2.46	2.55	2.35	2.19	2.21	1,91	MEAN	THACHING DIFFICULTY	
_	–	μ	ۍ ن	6	&	ω	4	10	7	Ħ	9	12	14	13	15	RK	COMM.	
. ,	2.68	2.40	2.50	2,57	2.21	3.32	2.75	2.05	2.33	1.84	3.42	2,68	2.00	2.10	1.63	MEAN	TEACHING DIFFICULTY	
	4	&	7		10	N	w	12	9	14	, 1-	. 4	13	11	15	?	NG NG ULTY	

DIFFICULTY WITH EVALUATION OF PUPILS FOR STATES

		4.	ယ	2					1.			
		Determining promotion policies.	Grading daily assignments.	Developing adequate teacher-made tests for classroom use.	d) Anecdotal records	c) Written narrative reports of pupil progress	b) Parent conferences	a) Report cards	Reporting pupil progress to parent:			
	A A	24	17	13	ဘ	10	4	16		5%	2	OREG
		1.92	1.69	2.27	1.84	1.87	1.57	2.05		MEAN	DIFFIGULTY	OREGON URBAN
		ω	6	Ľ	٥.	4	7	2		RANK	G LTY	
		10	10	3	10	13	5	∞		%	N/N	OREGON
		1.57	1.66	2.03	1.85	2.00	1.60	1.81		MEAN	TEACHING DIFFICULTY	ON RURAL
, .		7	Сī	μ	ω	2	6	4	_	RANK	TTY G	
		ŭ	11	11	8	14	6	19		%	N/N	
		2.33	1.77	2.67	2.24	2.00	1.94	2.11		MEAN	DIFFIGULTY	ОНУЦІ
		20	7	Р	ω	5	6	4		RANK	JLTY	
		28	23	21	18	11	œ	27		%	N/N	WAS
	•	1.95	1.67	2.19	1.81	1.80	1.53	2.02		MEAN	TEACHING DIFFICULTY	WASHINGTON
		·	0,	H	4	ۍ.	7	2 .		RANK	NC VIIIY	

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·	•	<u>ယ</u>	2.					1		
	Determining promotion policies.	Grading daily assignments.	Developing adequate teacher-made tests for classroom use.	d) Anecdotal records	c) Written narrative reports of pupil progress	b) Parent conferences	a) Report cards	Renorting pupil progress to parent:		
	21	23	15	4	4	۲	12	-	%	N/N WAVH
	1.64	1.42	2.03	1.69	1.69	1.53	1.48		MEAN	HAWAII OAHU /A TEACHING DIFFIGULTY
	4	7	н	2	.>	٠,	6		RANK	IG IG
	22	2/	ъ ъ	11	0	0	0		%	I V/N
	2.21	1.94	2.27	1.63	1.82	1.94	2.28		MEAN	
	w	4	2	7	6	4	Н		RANK	OUTER ISLAND FACHING IFFICULTY
	38	23	19	8	4	4	19		74	
	1.88	1.75	2.30	1.83	1.83	1.68	1.95		MEAN	ALASKA COMMUNITY N/A TEACHING DIFFICULTY
	ω	6	p	4	4	7	2		RANK	TTY G
	14	14	9	9	9	14	9		%	N/N SWTV
•	2.44	1.84	2.50	2.18	1.95	1.86	2.26		MEAN	ALASKA BUSH /A TEACHING DIFFICULTY
	22	7	۲	4	رب رب	0	ω		RANK	ILTY



DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS FOR STATES

		Uti			N		$\overline{}$		
•	6.	•	•	•	2.	•			
	Understanding children with perceptual problems.	Utilizing knowledge of the speech and language development in children.	Understanding how emotional problems affect teaching of children.	Understanding the social develop- ment of the child.	Understanding the intellectual characteristics of children.	Understanding and appreciating how social class differences affect pupil performances in school.			
	0	0	0	3	0	0	%	N >	OREC
	2.34	2.05	1.61	1.67	1.69	1.52	MEAN	DIFFICULTY	ORECON URBAN
	1	2	И	4	ω	<u></u>	RANK	JLTY	4
	0	0	0	0	0	0	%	N/N	OREGO
	2.44	1.95	1.69	1.64	1.56	1.55	MEAN	TEACHING DIFFICULTY	ON RURAL
	H	20	ω	4	(Jī	6	RANK	AG JLTY	
	0	0	0	0	0	0	%	N/N	
	2.57	2.11	1.97	1.80	1.71	1.54	MEAN	TEACHING DIFFICULTY	IDAHO
	H	2	ω	4	G	6	RANK	ILTY	
	၁	0	0	0	0	0	%	N/A	SAW
	2.31	1.98	1.71	1.68	1.73	1.52	MEAN	TEACHING DIFFICULTY	WASHINGTON
 		2	4	(Jr	ယ	6	RANK	NG	



TABLE 51 (continued)

6.	.	4.	ω	2.	1.			
Understanding children with perceptual problems.	Utilizing knowledge of the speech and language development in children.	Understanding how emotional problems affect teaching of children.	Understanding the social develop- ment of the child.	Understanding the intellectual characteristics of children.	Understanding and appreciating how social class differences affect pupil performance.			
ω	н	ω	ь	ъ	Р	%	N/N	IVMVII
2.17	2.01	1.69	1.67	1.67	1.59	MEAN	TEACHING DIFFICULTY	HAWAL I OAHU
۲	2	ω .	4	4	6	RANK	ULTY	
ာ	၁	0	0	0	0	%	N/N	IIVMVH
2.61	2.28	1.83	1.94	1.78	1.67	MEAN	TEACHING DIFFIGULTY	OUTER
۲	2	4	ω	٠ ن	ゔ	RANK	LTY IG	ISLAND
15	4	12	4	4	4	%	N/N	ALASKA
2.23	1.77	1,42	1.54	1,62	1.42	YEAN		\ COMMUNITY
۳	2	И	*	ω	5	RANK	IC IG	ΥTΙ
0	0	0	0	0	0	%	N/N	ALAS
2;64	2,64	1.77	2.00	2.00	1.73	MEAN	TEACHING DIFFICULTY	ALASKA BUSH
H	H	 И	ω	ω	6	RANK	NG	-

1.74 2.63 2.00

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DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION FOR STATES

	<u></u>	2.	<u> </u>	Τ	_
	Interpreting group test regults, e.g., readiness and achievement scores.	Utilizing and understanding information given in reports by the school psychologist.	Understanding the function, role, and duties of the school psychologist.		•
	ъ	<u> </u>	9	%	OREGON N/A T
•	1.73	1.79	1.81	MEAN	TEACHING DIFFICULTY
	ω	8	H	RANK	AC JLTY
	ω	20	18	%	ORE(
	1.62	1.79	1.87	MEAN	OREGON RURAL /A TEACHING DIFFIGULTY
	ω	2	P	RANK	LTY
	0	0	0	%	N/N
	2.14	2.18	2.15	MEAN	TEACHING DIFFIGULTY
	ω	ь	2	RANK	LTY
	2	₩	H	%	V/N
•	2.00	1.87	1.73	MEAN	WASHINGTON TEACHING DIFFICULTY
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	scores.	Interpreting group test results, e.g., readiness and achievement	the school understanding tyen in reports	Understanding the function role	
	щ	H	<u> </u>	24	N/A
	1.83	1,99	1.87	MEAN	/A TEACHING DIFFIGULTY
	ယ	ь	2	RANK	C
	2	5	6	%	
	2.24	2.00	1.47	MEAN	TEACHING DIFFICULTY
	.	2	ω	RANK	ISLAND G LTY
	4	8	12	26	
	1.72	2.17	1.96	MEAN	ALASKA COMMUNITY N/A TEACHING DIFFIGULTY
	ω	н	12	RANK	LTY G
	0	18	18	%	N/N N/N
•	2.46	1.67	1.78	MEAN	ALASKA BUSH /A TEACHING DIFFICULTY
	н	w	2	RANK	G G
FRIC	111				

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT FOR STATES

								Oktob Comitte Grand State	n Palamenta a siri (Sili Yi, Yalinda) (Antistala)		end topic TODS	attalienteiline (neu-ba	
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			•		6.	5.	4.	ω •	2.	1			
			prescribing materials for individual children based on learning deficits and needs.	room rning ing s	Effective use of learning centers.	Developing appropriate techniques for management of pupil hehavior.	Establishing daily class schedule.	Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	Individualizing instruction, yet planning for the rest of the class at the same time.	Handling a wide age span.			
		,		7	9	9	9	11	7	7	%	N >	OREGO
			1.80	2.14	1.91	1.97	1.66	2,28	2.01	1.58	MEAN	DIFFIGUL	OREGON URBAN
			20	N	۲ı	4	7	۲	ω	හ	RANK	ULTY	
			ъ	ъ	(Ji	<u></u>	Сī	G1	_ل	5	%	N/A	OREG
·			1.76	2.26	1.92	2.11	1.87	2,37	1.81	1.55	MEAN	TEACHING DIFFICULTY	OREGON RURAL
			7	ν.	4	ω	5	Р	6	8	RANK	ILTY -	
			э	0	0	0	၁	0	0	0	24	N/N	
			2.19	2.33	2.39	2.40	1.89	2.63	2.50	1.92	YEAN	TEACHING DIFFICULTY	ОНУЦІ
			6		4	ω	ઝ	~	20	7	RANK	ILTY	
			G	4	7	6	7	9	7	4	%	N/A	1SVA
			1.98	2.28	2.17	2.10	1.87	2,69	2.13	1.70	HEAN	TEACHING DIFFICULTY	WASHINGTON
			6	N	ω	ь	7	н	4	&	RANK	NG JLTY	
	(3)			-	1 -1 6								_



		1. Handling a wide age span.	2. Individualizing instruction, yet planning for the rest of the class	time,	 Establishing rules, routines, and daily procedures for the orderly 	operation of the classroc.1.	4. Establishing daily class schedule.	5. Developing appropriate techniques for management of pupil behavior.	6. Effective use of learning centers.	7. Organization of classroom environ- ment conducive to learning bulletin boards, seatting arrange-		b. Prescribing materials for individ- ual children based on learning	dericits and needs.	-	• • • • • •	
N/A	%	H		—		—	-	P	–		P		,			
/A TEACHING DIFFIGULTY	MEAN	2.03		2,12		1.40	1.34	1.68	1.97		1.75		2.03			
IG LTY	RANK	N		–		7	∞	o	4		ن ن		2			
N/A I	%	0		0		0	0	0	0	_	0		0			
9-1-1	MEAN	2.00		2.24		1.78	1.44	2.53	2,50		2.00		2.71			
OUTER ISLAND EACHING IFFICULTY	RANK	Uı		4		7	œ	2	ω		υı		۲			
N/A	X	0		0		0	0	0	4		4		0	 ·		
TEACHING DIFFICULTY	MEAN	2,19		2.23		1.50	1,40	1,92	2,13		1,60		2.15			
IC IC IC	RANK	2		р		7	œ	и	4		6		ω	 -		
N/A	%	0		<u> </u>		5	0	0			0		0			
TEACHING DIFFICULTY	MEAN	2.05	•	2,41		1.81	1.55	2.14	2.72	•	2.27		2,29			
AG	RANK	6		2		7	o	Մi	-	ı	4		ω		_	

DIFFICULTY WITH GENERAL METHODOLOGY FOR STATES

TABLE
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continue
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	Demonstrations	Dramatization	Class Experiment	Resource People	Field Trips	Committee Work	Individual Student Report	Class Discussion	DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:			
	5	6	5	G	6	4	ω	5		72	N/N	IIVMVII
	1.80	2.04	1,99	2.02	1.49	2.38	1.89	1.54		MEAN	TEACHING	UHAO I
	35	2	4	w	∞	-	ر.	7		RANK	LTY	
	9	э	0	၁	0	၁	0	•		%	N/A	ILVMVH
	2.27	3.06	2,38	2.38	2.12	2.73	2.63	2.06		MEAN		
	•	н	4	4	7	2	ω	8		RANK	LTA OU	OUTER ISLAND
	0	0	0	0	0	80	4	0		Z	N/A	ALASKA
	2.04	2.20	2.04	2,56	1.88	3,18	2.33	1.80		MEAN	TEACHING DIFFICULTY	A COMMUNITY
	И	4	5	2	7	–	ω	8		RANK	CTY	YTI
	ن. ا	0	ر.	0	0	9	0	0		72	A/N	ALASKA
	2.43	2.86	2.71	2.77	2.73	3 _• 05	2.55	2.00		HEAN		A BUSH
<u>I</u> C	7	2	5	ယ	4	<u> </u>	6	&		RANK	LTY	

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR STATES

WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS? NO	PROG. INST. MATERIALS	DISPLAYS	POSTERS	PICTURES	RELATED MATERIALS	CAMERA	PHONOGRAPH	OVERHEAD PROJECTOR	OPAQUE PROJECTOR	TAPE RECORDER	FILM STRIP PROJECTOR	SLIDE PROJECTOR	MOTION PICTURE PROJ.	FOUIPMENT		
226 9	28	25	18	16		.38	12	15	20	1.	10	12	10		%	AVARI
2 96	ω .	4 4	ω —	2		11	4	<u> </u>	16	4	6	10	11 13		% %	OREGON URBAN
	7	5 5	4	4		4 8	1 10	5 19	5 12	<u>6</u> 9	2 9	3 12	3 11		% % %	RBAN
39	35	25	10	13		63	10	1.5	23	15	5	13			% %	
0 0 0%	ယ ပ	л (л	ω	G	·	13	ω	ω	0	o	0	ω	ω		% % % % %	REGON
			\leq			o	•	∞	œ	51	ω	w	10		%E	RUR
	& U		<u>5</u>	<u>.</u>		ω	ເກ	30	13	10	5	5	<u>"</u>		%IAT.	L
34 9	39	33	25	သ		56	14	36	36	14	14	25	25		AVA.	IDAHO
94%	<u></u>	- ω	<u> </u>	<u> </u>		∞	<u> </u>	11	∞	<u>د</u>	∞	11	œ		APP.	HVQI
		\geq	\leq			3 11	= 17	<u>μ</u>	<u> </u>	6 1	6 1	ω <u>1</u>	17		OPE, M	0
13			6 ===	ယ 				33	17	14	17	17	14		YAT.	
231	27		18	15		46 1	10	14 1	23	ີຜິ	<u> </u>	13	#		AVA. APP. OPE. MAT.	WAS
6%	0 4		4	ω 		17	6	12	15	4	7	10	13		pp.C	HING
	10		\leq			5 10	2 1	5 2	6 1	<u>3</u>	2	2 -	10		% I G	NON
		7	<u> </u>	<u> </u>			10	21	12	11	<u></u>	<u> </u>	10	·	(AT.	i



TABLE 56 (continued)

															_			
BASIC SKILLS?	WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE	PROG. INST. MATERIALS	DISPLAYS	MODELS	POSTERS	PICTURES	RELATED MATERIALS	CAMERA	PHONOGRAPH	OVERHEAD PROJECTOR	OPAQUE PROJECTOR	TAPE RECORDER	FILM STRIP PROJECTOR	SLIDE PROJECTOR	MOTION PICTURE PROJ.	EQUIPMENT		
NO	YES																	
2	73	26	18	22	12	9		29	6	14	37	5	6	13	9		.%	AVA. API
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		14	9	œ	ဘ	8		9	10	13	-5	14	13	10	9		~	Ę
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	× ×			<u></u>				0	0	0	11	0	0	၁	<u> </u>		34	ביים קים ביי
		F	၁	၁	6	6		6	11	22	11	17	6	17	33		%	77
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APPENDIX D

Tables for Teaching Categories

DEMOGRAPHIC DATA FOR TEACHING CATEGORIES

REGULAR CLASS	HANDICAPPED	DEAF AND VISITATIV	TRAINABLE MENTALLY	MILD HANDICAP	TEACHING CATEGORY			NO	YES	CERTIFICATION				M.A. / M.A.+	B.A. / B.A.+	LESS THAN B.A.	LEVEL OF PREPARATION		N.
				461				56	366					152	296			z	MILD
	·			100				13	87					ယ	65	<u> </u>	<u> </u>	%	1.
		ţ						5	33					.9	24	ဘ		N	TI IR
		- Loo	3 . 					13	87					22	59	20		%	
	77		•					6	66					43	34	0		Z	DEAF BLIND
	100	_					_	8	92					56	44	0	_	%	1
201								17	170					35	123	20		Z	REGULAR CLASS
100									91			_		20	69	11		%	AR
	3 = POOR	2 = AVERAGE	. 1 = GOOD	CONDITION	GENERAL TEACHING	SENIOR HIGH	JUNIOR HIGH	INTERMEDIATE	PRIMARY	TEACHING LEVEL			MEAN TOTAL TEACHING EXPERIENCE	75TH PERCENTILE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE		
	41	258	146	<u> </u>		55	50	159	188		z								CTIK
	9	58	<i>ပ</i> ် (၁			12	۲	35	42	1	%		10.2	15	∞	ω 			HANDICAP
	2	23	16	-3-		Ъ	ယ	G	31	1	z		7	13	4	ω		NUM	TMR
	տ	56	39			ယ	œ	13	78		×		7.2					ER	₹
	4	39	27			∞	7	26	ယ်	1	z		12.4	17		4		OF YEARS	DEAF
	6	56	39			11	9	35	45	:	*		• 	·	_			RS	E CN
	23	120	47			25	15	67	63		z		<u> </u>	16				i k	REGULAR
ERIC	12	63	25		T	15	9	39	37	8	%	•	10.9	6	&	4			LAR

THE PARTY OF THE P

RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING CATEGORIES

IX INSTRUCTIONAL MATERIALS				XV CLASSROOM ARRANGEMENT AND MANAGEMENT	XIV PSYCHOLOGICAL INFORMATION	XIII PROFESSIONAL RELATIONSHIPS	XII PUPIL CHARACTERISTICS	XI PUPIL EVALUATION	X SEATWORK	VIII SOCIAL STUDIES	VII SCIENCE	VI LANGUAGE ARTS	V ARITHETIC	IV READING	III SPECIAL SUBJECTS	II EXPERIENCE UNITS			
2,19	MEÁN			1.93	1,91	1,66	1.82	1.85	2.33	2.42	2.33	2,29	2.27	2.11	2.23	2.11		MEAN	MILD HANDICA
[19	×			9	10	13	12	11	2	ь	2	4	5	7	<u></u>	7		RANK	DICAP .
1.97	MEAN			1.89	1.6	1.59	1.79	1.97	2.51	2.81	2.41	2.63	3.02	2.39	1.96	2.06		PIEAN	TIAR
97	IN			10	12	13	11	32	4	2	<u>.</u>	ယ	H	6	9	7		RANK	
1.	MEAN			1.89	1.77	1.65	1.86	1.92	2.17	2.61	2.24	2.62	2.23	2.35	2.09	2.05		 MLAN	DEAF/BLIND
1.94	NX VX			10	12	13	11	9	6	2	4	⊬	5	ω	7	∞	· · · · · · · · · · · · · · · · · · ·	RANK	IND
1.55	MEAN			2.04	2.12	1,80	2.02	1,95	2.26	2.45	2.20	2.34	2.22	2.13	2.45	2.23		HEAR	REGULAR
55	NA	-ابر سن		10	9	13	11	12	4	Н	7	w	6	&	۲	رب ر		RANK	R CLASS



120

MEANS AND RANK ORDER OF MEANS FOR DIFFIGULTY IN THE USE OF EXPERIENCE UNITS FOR TEACHING CATEGORIES

8. Would prepared units on different levels be YES helpful? NO		7. In integrating teaching of basic skills	6. In handling individual difference on units	5. In organizing units into yearly plans	4. In developing seatwork for units	3. In using resource materials	2. In writing own units	1. In selecting unit topics	DEGREE OF DIFFICULTY:		
.415 19	Z	2.03	2.28	2.42	2.25	2.13	2.03	1.66		MEAN	MILD HAN
6	%	Ui	2	<u>بر</u>	ω	4	ري د	7		RANK	HANDICAP
1 39	N	2.08	2,33	2.11	2.08	2.10	1.90	1.80		MEAN	TMR
98 2	%	4	ш	2	4	ω	35	7		RANK	
9 63	Z	2.22	2.19	2.41	1.97	2.04	1.86	1.63		MEAN	DEAF - J
13	%	2	ω	ь	L7	4	6	7		RANK	BLIND
189	N	2.15	2.51	2.45	2.34	2.24	2,19	1.70	· ·	MEAN	REGULAR CLASS
95 5	%	o.	ь	2	ω	4	(J	7		RANK	CLASS

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING CATEGORIES

	6. Physical education activities.	5. Appropriate methods for teaching music.	4. Appropriate music activities.	3. Materials for teaching art.	2. Appropriate methods for teaching art.	1. Appropriate art activities.	DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:		
•	<u></u>	2.	2.	2.	2.		-	ح.	1
	1.87	.75	.60	.10	.06	1.99		MEAN	TEACHING DIFFICULTY
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					<u> </u>		_	۲:	ב ב
	1.78	2.11	2.00	2.13	1.86	1.87		MEAN	ACHIN
	1.78 6	2.11 2	2.00 3	2.13 1	.86 5	.87 4		EAN RK	TEACHING DIFFIGULTY
			ω	_					
	6	2	ω	–	U1	4		RK	EACHING TEACHING DIFFICULTY
	6 1.81	2 2.79	3 2.43 2	1 1.92 3	5 1.91 4	4 1.69		RK MEAN	

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Full Text Provided by ERIC

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFIGULTY IN TEACHING READING FOR TEACHING CATEGORIES

·	13.	12.	11.	10.	9.	20	7	0	Сī	4	w	2	1.		
						8.	7. F	6.	5.	4. p	ω •	2. R			
	Recreational Reading	Reading Application	Experience Charts	Use of Dictionary	Supplemental Reading	Ability Grouping	Reading Comprehension	Oral Reading	Structural Analysis	Phonics	Sight Vocabulary	Readiness Program	Basal Reading Series		
	ng ———	, j			ng Ing		ion		 						
·.	10	œ	20	22	8	13	5	5	11	7	11	26	27	%	N/N
	2.32	2.02	2.02	2.25	2.15	1.88	2.26	1.76	2.27	1.97	1.95	1.98	1.82	MEAN	TEACHING METHODS
	Н	6	6	4	5	11	ω	13	2	9	10	8	12	T R	G
	2.43	2.14	2.06	2,27	2.36	2.05	2.37	1.81	2.38	2.08	2.09	2.22	2.02	MEAN	CEI
	<u> </u>	7	1.0	5	2	11	ω	13	2	9	ဆ	6	12	2	ACT
	71	46	46	88	71	46	66	63	61	46	32	22	76	%	N/N
	2.88	2.21	1.58	2.25	2.82	2.40	2.92	2.36	2.64	2.14	2.04	2.24	2.50	MEAN	TEACHING METHODS
<u> </u>	2	10	13		ω	6	<u> </u>	7	4	11	12	9	<u></u>	桑	DS
	2.63	2.28	1.67	2.50	3.00	2.39	2,92	2.23	2.54	1.95	2.17	2.21	2.57	MEAN	MATERIAL& STU. ACT
·	w	&	13	6	-	7	2	9	5	12	11	15	4	R	IAL&
	23	16	27	27	23	ယ	21	36	29	25	25	35	36	%	N />
	2.44	2.41	1.83	2.27	2.48	2.52	2.71	2.31	2.42	2.28	2.02	1.90	2.34	MEAN	TEACHING METHODS
	4	6	13	10	ω	2	<u> </u>			9	11	12	7	- - - - - -	SODS HING
	2.40	2.37	2.00	2.12	2,46	2.65	2.86	2.34	2.73	2.52	2.21	2.19	2.39	MEAN	MATE!
	6	o	13	12	ر. ا	w	ъ-	9	2	4	10	11	7	RK	RIAL& ACT
	11	12	28	19	9	11	9	9	20	23	20	42	18	%	× / N
	1.95	2.20	2.15	1.92	2.08	1.99	2.27	1.77	2.05	1.97	2.05	2.02	1.78	MEAN	
	5	2		<u> </u>	4	<u> </u>	<u> </u>	13	<u>.</u> 	9	<u>у.</u>	7	12	RX	TEACHING METHODS
	2.27	2.37	2.35	2.15	2.38	2.19	2.42	2.02	2.29	2.19	2.30	2.22	2.13	MEAN	
	7	<u>ω</u>	4	=======================================	2	9	<u> </u>	1 3	<u>, 6</u>	9	5		3 12	R R	MATERIAL&
RIC				_	· ·	1	23								87

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFIGULTY IN TEACHING ARITHMETIC FOR TEACHING CATEGORIES

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					•		Measurement	l'ime	Use of Money	Ability Grouping	Concept of Place	Fractions and Decimals	Word Problems	Division	Multiplication	Subtraction	Addition	30	Basal Arithmetic		``.	
			• .						y	uping	Place Value	nd Decimals	m.s		ion			Program	metic Series			
							15	14	15	20	25	42	25	35	28	16	16	33	29	1%		
	. :						2.32	2.08	2.00	2.05	2.64	2.72	2.87	2.21	1.95	1.78	1.65	2.10	2.11	MEAN	METHODS	TEAC
	· .						4	8	10	.9	ω	2	Р	5	11	12	13	7	6	Z Z		
					•		2.51	2.21	2.22	2.26	2.64	2.77	2.94	2.35	2.18	1.95	1.84	2.36	2.39	MEAN	1 -	TGTTAN.
							4	10	9	<u> </u>	<u>ω</u>	2	<u> </u>	7	11	12	13	_ 6	5	RK	ACT	•
							29	15	17	56	83	83	83	85	85	56	51	22	68	5.0	<i>y</i>	T. /
			_				2.72	2.84	2.87	2.38	3.67	3.20	4.00	3.75	3.60	2.18	1.79	2.03	2.36	MEAN	METHODS	111.1.1.1.1.
				_				7	6	છ	ω	5	ь	2	4	11	13	12	10	R.	1	
							2.87	2.82	2.72	3.00	4.00	3.60	3.83	4.00	3.80	2.71	2.25	2,48	3,13	NEAN	STU. ACT	
				-	_		<u> </u>	ာ	10	~.,	<u> </u>	5	ω		4	11	13	12	2	RK	C.1.%	
							30	25	25	43	34	48	36	44	43	27	25	40	34	22	Z ^	+
							2.42	2.14	2.10	2,35	2.64	2.52	3.11	2.27	2.18	2.02	1.85	1.94	2.07	MFAN	TEACHING METHODS	71771 - 1771
-		_				_	4	8	9	5	2	ເມ	1	2	7	11	13	12	10	RX		+
					_		2.47	2.12	2.19	2.30	2.29	2.53	2.76	1.88	1.81	1.85	1, 72	2.17	2.19	MEAN	MATERIAL& STU. ACT	W
					_		<u>ω</u>	9	6	4	5	2	1	O.T.	12	11	13	α	6	7.7	ACT	
							10	10	10	17	20	35	20	31	26	13	13	37	20	%	N/N	
	white.						2.22	2.16	2.13	22	2.09	2.18	2.55	1.96	1.78	1.69	1.57	2.07	2.01	MEAN	TEACHING METHODS	RECHLAR
	_						2	5	6	2	7	4		10	11	12	13	∞	9	웃	•	
		·					2.67	2.47	2.58	2.48	2.43	2.62	2.75	2.18	2.14	2.02	1.95	2.33	2.36	MEAN	-	CLASS
RIC							2	6	4	5	7	ယ	r	10	11	<u>.</u> 2	13	9	8	₽ F	ACT ACT	

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING LANGUAGE ARTS FOR TEACHING CATEGORIES

		MILD HANDICAP	NDIC	9	_	7	ا		***************************************		, and				_	1					
	N/N	TEACHING METHODS	S NG	MATERIAL& STU. ACT	~~~	A/N	TEACHING METHODS	SCING	MATERIAL& STU. ACT	IAL&	N/N	METHODS		MATERIALA STU. ACT	ACT.	N / N	TEACHING NATE	رى	LASS NATERIAL&	AL&	
	%	MEAN J	R	MEAN F	RX	%	MEAN	2	MEAN	2	%	MEAN	Ŗ	MEAN	?	%	MEAN	Z	MEAN	R R	
1. Listening skills	4	2.20	7	2.41	G	2	2.06	10	2.28	10	34	2.33	8	2.40	œ	<u> </u>	2.34			٠ · أ	
2. Oral Vocabulary Devel.	5	2.17	သ	2.30	7	7	2.11	9	2.33	œ	20	2.69	5	2.55	5	5	2.25	6	2.48	- 4	
 Improving oral self- expression. 	7	2,33	4	2.43	<u>ယ</u>	5	2.29	8	2.42	7	23	2.85	ω	2.80	ω	ر. رو	2.43	ა .	2 7 7	л .	
4. Manuscrint writing	16	1.95	10	2.08	10	29	2.43	5	2.60	6	ა 8	2.20	10	2.38	ه و	22	1.90	<u> </u>	206		
5. Cursive writing	20	2.11	9_	2.17	9	68	2.91	4	2;91	ω	43	2.08	11	2.34	5	28	2.13	00	٠ . ١ .	5 ;	
6. Snelling	10	2.25	6	2.21	8	73	2.36	7	2.75	4	27	2.23	9	2.21			2.08	9	2.27	x	-
7. Use of telephone	26	1.87	11	2.08	10	2	2.37	6	2.33	30	56	2.73	4	2.48	7		2.07	10	2.39	۰ ح	12
8. Following Directions	5	2.26	5	2.42	4	7	2.06	10	2.26	11	17	2.64	7	2.54	6	5	2.37	ယ	2.53	ယ 	
9. Letter Writing	24	2.34	<u> ယ</u>	2.33	6	73	3.38	2	2.75	4	29	2.67	6	2.64	4	18	2.18	7	2.23	9	
10. Written self-expression	21	2.86		2.77	<u> </u>	85	3.80	н	3.17	Ľ	33	3.23	2	2.95	2	13	2,33	5	2,31	7	
11. Business Forms	56	2.40	2	2.48	2	89	3.25	ω	3.00	2	64	3.68	μ	3.11	ь	64	2.92		2.92	р .	
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APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING SCIENCE FOR TEACHING CATEGORIES

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	ł	·	2.	ယ္	4.	5.	6	\	7.	.	•			
	si.	Weather	Seasons of the year	Plants	Animals	Sun, earth, moon	Air	,	Water	Conservation of Natural Resources				
		<u>-</u>							_			<u> </u>		
e NA	1%	22	22	22	22	23	2	22	23	26			· 	
	MEAN	2.03	1.92	2.13	1.96	2.37	2 2 2	24.2	2.32	2.36				
	RK	6	œ	5	7	2	_	-	.	ယ				
MATERIAL& STU. ACT	MEAN	2.45	2.28	2.35	2.25	2.59	2	2.66	2.59	2.64			· .	_
AL&	Ŗ	5	7	6	œ	ယ	•	_	ယ	۲3			· 	
, //N	120	ر. ت	տ	12	10	29	<u>. </u>	62	29	34				
CONTE	MEAN	1.60	1.66	2.00	1.94	2.52	ာ ၁ ၁	2.39	2.31	2.57				
	Ŗ	&	7	5	6	2		u	4	<u> </u>				
MATERIAL& STU. ACT	MFAN	2.21	2.18	2.41	2.52	3.30	·	2.91	2.91	3.05	_			
AL&	Ŗ	7	œ	2	5	–	• 1	ယ	ω	2				
N/N	%	29	ယ	35	29	36		38	35	44				
CONTENT S	MEAN	1.83	1,96	2.09	1.86	2,42		2,42	2.07	2.65				
INE	R	∞	6	4	7	2		2	<u>"</u>			<u> </u>		
ATER	MEAN	2.10	2.16	2.15	2.21	2.54		2.32	2.17	2.81				
ACT ACT	Ŗ	8	6	7	4	2		u	5	<u> </u>				
N/A	%	+	15	11	12	12	7.7	13	13	16				
ONTENT S	MEAN! R		1.82	1.94	1.85	2.06	00.4	2.13	2.03	2.19		.		
INE M	R	~ -		<u>ن</u>	7			2	4		-	·		
MATERIAL& STU. ACT	MEAN	2.45	2.28	2.25	2.18	2 4 5	C+.2	2.51	240	2.69		·		
IAL&	2	ω	6	7		.s	ر,	2	5	ь ,				o IC

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS OF DIFFICULTY IN TEACHING SOCIAL STUDIES FOR TEACHING CATEGORIES

	3	MILD HANDICAP	NDIC	₽ 			17	TMR		╛	DE L	DEAF - I	BLIN			2	RECIII AB CT ACC	CTAC	٦	
	N/A	N/A DETERMINE CONTENT		MATERIAL& STU. ACT	ACT	N/A	DETERMIN		MATERIAL& STU. ACT	AL&	N/N	AT E		ATE	ACT	N/A	DETERMINE	TUE	ATER	IAL&
	34	MEAN	RK.	MEAN	쯙	%	MEAN	R.X	MFAN	R	%	MEAN	RX.	MEAN	RX	%	MEAN	?		R R
1. Home and family	18	1.91	18	2.16	17	5	1.86	18	2.09	18	25	1.84	20	2.15	19	1	1.72	0		20
2. Community	18	2.02	16	2.21	16	7	2.37	12	2,26	16	3 0	2.20	16	2.44	14	14	1.89	17	2.20	16
3. Safety	18	1.79	20	2.00	20	2 .	1.72	20	2.09	18	25	2.15	17	2.25	18	7	1.80	19	2.13	19
4. Health	17	1.94	17	2.11	19	2	1.81	19	2.00	20	25	2.06	19	2.09	20	<u>5</u>	1.84	2	2 15	20
5. Government	์ ช	ى 0	-	၁ ၀ ၈	ى د	7,			3	1	3	8							1	į
		;	,	-	·	2	† •	;	2442	U	26	3.00	L	2.93	_ 0	32	2.79	u	2.94	4
6. Local current events	24	2.12	13	2,23	15	44	3.05	9	2.74	12	38	2.67	10	2.57	10	15	2.12	13	2.20	16
7. State current events	30	2.48	<u> </u>	2.57	<u> </u>	71	3.18	7	3,63	ယ	44	2.68	9	2.55	11	25	2.51	6	2.67	<u>, 4, </u>
8. Nat'l current events	28	2.57	6	2.56	9	59	3.06	ОС	3.39	5	44	2.49	12	2.42	16	23	2.45	10	2.67	9 6
9. Use of news media	27	2.34	10	2.37	12	68	3.36	5	3.20	ာ	43	2.71	8	2.79	8	23	2.47	9	2.70	7
10. Historical events	29	2.74	4_	2.71	7	63	3,54	2	3.33	<u>∞</u>	44	2.50	11	2.44	14	18	2.35	11	2.63	11
11. Sex education	37	2.92	2	3.12	μ	46	3.35	6	3.37	7	46	3.03	2	3.13	<u>ω</u>	38	2.77	4	3.07	ω
12. Law and authority	15	2.18	11	2.52	10	17	2.06	16	2.40	13	24	2.33	15	2.52	12	10	2.09	14	2.46	13
13. Use of leisure time	18	2.41	9_	2.72	_6_	20	2.81	11	2,83	10	29	2.73	7	2.83	7	13	2.48	œ	2.76	6
14. Inter-intracity travel	22	2.14	12	2.32	14	12	2.35	13	2.32	14	31	2,48	13	2.51	13	19	2.00	16	2.23	15
15. Grooming	16	1.88	19	2.15	18	7	2.23	15	2.30	1.5	27	2.11	18	2.38	17	11	2.02	15	2.32	14
16. Work habits/attitude	20	2.07	15	2.35	13	15	2,03	17	2.21	17	31	2.44	14	2.73	9	16	2.21	<u>i.2</u>	2.59	12
17. Joh aspirations	41	2.56	7	2.83	5	61	2.29	14	2.79	11	47	2.97	4	3.28	<u> </u>	48	2.56	5	2.80	5
18. Job application process	61	2.12	13	2.44	11	80	2,86	10	3.50	4	61	2.79	6	2.95	5	66	2.50	7	2.69	8
19. Fringe benefits	65	2.60	<u>.</u>	2.85	4	85	3.80	<u>سر</u>	4.00	1	61	2.95	ъ	3.00	4	68	2.86	N	3.15	2
20. Union membership	66	2,81	ယ	3.11	. 2	88	3,50	<u> </u>	4.00		61	3.11	<u> </u>	3.20	2	72	2.90	<u> </u>	3.18	RIC
Harris (1997) - Andrés (1997) - Anglight for the side side black of the convertigetor was the following resource	Mark September 1			.				_	the same and		Pro. 1 Pro. 1 Pro. 1	. September 1984 per le september 1984 per l		- or	-	September 1	odobna diisa angalaabalahalahalaha Egif (1888)	10.00	Kartonska	- F

FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING CATECORIES

	;-	2.	ų	4.	5.	٠ •	7.	œ	9	19.	11.	12.	13.	14.	15.
	Peabody Language Development Kits	Fitzhugh Pius Program	Frostig Program for the Development of Visual Perception	Simplified Reading Readiness Program	Readers Digest Skill Builders	Money Makes Sense & Using Dollars and Sense	Finding Your Job (Finney Co.)	Captioned films for the deaf	Jefferson Program for Concept Development	Basic Concept Inventory	Durrell Reading Capacity and Achievement Test	Wepman Auditory Discrimination Test	Cain-Levine Social Competency Scale	Open Court Reading Program	Distar Language Program
MEAN RANK	3.28	1.69	u u u	2.24	3.49	2.36	1.87	1.30	1.20	1.71	2.16	1.90	1,49	2.01	1.82
RANK	ىب	12	2	ر.	⊢	4	٠,٥	14	15	H	55	œ	13	7	5
TMR MEAN	3.78	1.42	3.30	2.08	2.53	1.87	1.44	1.31	1.13	1.46	1.75	1.65	1.47	1.77	1.74
RANK		13	2	4	ω	ن	12	14	15	11	7	9	10	6	89
DEAF-BLIND MEAN RA	2.31	1.36	2.77	1.92	3.10	1.58	1.43	3.80	1.22	1.41	1.65	1.77	1.36	1.36	1.38
RANK	4	12	ω	G	2	<u>∞</u>	9	}- ->	15	10	7	5	12	12	Ħ
RECULAR	1.63	1.08	1.71	2.02	3.13	1.44	1.24	1.30	1.18	1.49	1.70	1.29	1.09	1.33	1.21
N N															



DIFFICULTY WITH SEATWORK FOR TEACHING CATEGORIES

· ·									· · ·	<u>.</u>										 	_
	Science	Social Studies	Reading	Language Arts	Arithmetic	DIFFICULTY IN DESIGNING SEATWORK WHICH IS VARIED:	Science	Social Studies	Reading	Language Arts	Arithmetic	DIFFICULTY IN DESIGNING SEATWORK ON DIFFERENT ABILITY LEVELS:	Science	Social Studies	Reading	Language Arts	Arithmetic	DIFFICULTY IN DEVELOPING MEANINGFUL SEATWORK IN:			
	2.82	2.68	2,1	2.:	2.12		2.95	2.73	1.95	2.1	1.84		2.91	2.5	1.91	2.10	1.73	/	MEAN	TEA DIF	
	82 	<u>6</u>	 	26				- 		.7				7			<u> </u>		Z	TEACHING DIFFICULTY	D HAND
	ω	<u>"</u>	9	7	10	·	<u> </u>	4	12	<u> </u>	14		22	6	13	11	15		RK.	~ i	ICAP
	2.87	2.87	2.33	2.59	2.27	<u></u>	2.66	2.66	23.3	2.36	1.97	<u> </u>	2.93	2.87	2:37	2.50	2.03		MEAN	TEACHING DIFFICULTY	TITE
	2	2	11	7	13		u	ر. د	1	10	15		þ-ª	2	9	8	14		Ŗ	ALTA NU	
	2.43	2.29	2.36	2.31	2.02		2.46	2.20	2.08	2.12	1.83		2.47	2.24	1.96	2.15	1.68		MEAN		DEAF -
	ω	6	4	5	12		2	8	H	10	14	1.	F.	7	ដ	9	15		RK	ULTY NG	BL IND
The state of the s	2.62	2.43	2.12	2.25	2.22		2.75	2.60	2.11	2.34	2.19		2.48	2.25	1.86	1.98	1.67	<u></u>	MEAN	TEACHING DIFFICULTY	REGULAR CLASS
	2	<u></u>	 11	7			·	···	12	6	10		4	7	14	13	15		R _K	N.T.IA N.C.	R CLA

DIFFICULTY WITH EVALUATION OF PUPILS FOR TEACHING CATEGORIES

-4-	ω	2				<u></u>	<u></u>	Ì	, <u></u> ,,	٦
			_	**		**				
Determining	Grading daily	Developing adequate tests for classroom	d) Amecdotal	c) Written of pupi	b) Parent	a) Report	Reporting puparents:			
Determining promotion policies.	ly assignments.	Developing adequate teacher-made tests for classroom use.	zl records	itten narrative reports pupil progress	conferences	cards	pupil progress to			
21	Д	13	ဘ	9	4	20		%	N/A	MILD
1.88	1.65	2.27	1.81	1.82	1.57	1.97		MEAN		HANDICAP
ω	∽	p a	Ç	4	7	2		RANK	CTY	٦
46	42	41	j-4 Un	2	7	22		29	N/N	
2.05	1.70	2.70	1.79	2.00	1.65	1.88		MEAN	TEACHING DIFFICULTY	TMR
2	6	j-4	ر. ا	ω	7	4		RANK	C	
35	23	23	14	œ	10	13		24	A/N	DEAF
2.34	1.56	2.07	1.82	1.77	1.69	2.19		MEAN	DE	F - BLIND
н	7	ω	4	رب _ا	20	2		RANK	G CTY	
10	23	2	ᅜ	14	5	U1		%	A/N	REGI
2.07	1,75	2.07	2.11	2.02	1.75	1.85		MEAN	TEACHING DIFFICULTY	REGULAR CLASS
Ŋ	6	2	ь	4	<u>о</u>	У		RANK	NC AC	SS

130

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS FOR TEACHING CATEGORIES

•		4	ယ	2	j→ •	T	
. Understanding children with perceptual problems.	. Utilizing knowledge of the speech and language development in children.	, Understanding how emotional problems affect teaching of children.	Understanding the social development of the child.	Understanding the intellectual characteristics of children.	Understanding and appreciating how social class differences affect pupil performance.		
<u>.</u>	٥	•		<u> </u>	0		N/N
					gille yattalak 115 kirry 302 ⁸⁸⁸ ina 1884y 41 5q	2	
2.36	2.09	1.64	1.67	1.66	1.50	MEAN	TEACHING DIFFICULTY
۲	ν	(Ji	ω	4	5	RANK	C G
3	3	0	5	Э	0	22	N/N
2.22	2.15	1.61	1.61	1.73	1,42	MEAN	TEACHING DIFFICULTY
H	2	4	4	ري	2	RANK	IG IG
0	0	3	2	5	0	29	N/A
2,32	1.96	1.82	1.79	1.72	1.55	MEAN	DIFFIGULTY
P	2	ω	Þ	5	<u>o</u>	PANK	IG LTY
0	0	0	0	0	0	%	N/A
2,51	2.22	1.93	1.83	1.85	1.76	MEAN	REGULAR CLASS 'A TEACHING DIFFICULTY
H	2	w	<u></u>	4	0	RANK	NG NG

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS FOR TEACHING CATEGORIES

					-	-		-	مانية ميسيسيد.				
	11.	10.	\$	ço	7.	6.	٠		ţu	2.	}		
PTA CEC STATE EDUCATION ASSOCIATION NEA AFT STATE ASSOC. FOR RETARDED CHILD CO. ASSOC. FOR RETARDED CHILD	In which do you hold membership/get assistance?	Referral of parental inquiries	Teacher parent rapport	Dealing with confidential matters	Access to journals and references	Relationships with special class teachers	Relationships with regular class teachers	Communication with community agencies	Relationships with special service personnel	Supervision assistance	Relationships with administration and special teachers		
61 3 65 2 66 1 10 6	MEMBER. % RANK	2.02	1.48	1.34	1.90	1.35	1.47	2.01	1.51	2.21	1.35	MEAN	TAN TOWNS (FITTE
28 34 24 35 11 25 55 7	ASSIST.	c1	6	10	4	œ	7	(s	G	н	æ	RANK	TO LUAD
63 3 39 4 71 1 71 1 2 7 22 6 24 5	MEMBER. % RANK	2.09	1.40	1.23	1.73	1.37	1.45	1.77	1.46	2.05	1.38	MEAN	XXII
22 5 49 1 37 3 39 2 5 7 17 6	ASSIST.	۲	7	10	4	ø	6	w	U1	2	∞	RANK	
48 1 42 3 44 2 3 7 1 7	MEMBER.	1.92	1.55	1.55	1.47	P. 35	1.54	1.94	1.67	2.08	1.42	MEAN	DEAF - I
29 1 29 2 29 1 29 1 1 7 5	ASSIST.	ω	5	տ	80	10	7	2	4	Н	٥	RANK	BLIND
53 3 56 2 57 1 3 5 1 6	MEMBER. % RANK	2.05	1.67	1.56	2.20	1.57	1.30	2.18	1.91	2.10	1.48	MEAN	REGULAR
36 36 42 36	ASSIST.	4	<u></u>	<u> </u>		7	10	2	<u></u> -	 ω	9	RANK	AR CLASS

ERIC

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION FOR TEACHING CATEGORIES

	ψ	(2	; -	<u> </u>		7
TP MANDICAP	Interpreting group test e.g., readiness and achi scores.	Utilizing and understanding mation given in reports by t school psychologist.	Understanding the function, and duties of the school psychologist.			
HANDICAP	jud .	4	v	28	A/N/	LIM
N/A TEACHING N/A N/A N/A TEACHING N/A N	1.92	1,96	1.86	MEAN	DIFFICU	1 2
Tyr	2	-	ω	RANK	LTY IG	Ąį
DEAF BLIND REGULAR CIA N/A TEACHING N/A TEA	٥	9	3	%		
DEAF BLIND REGULAR CIA N/A TEACHING N/A TEA	1.56	1.73	1.58	MEAN	DIFFICU	TMR
REGULAR CLA TEACHING DIFFICULTY N/A TEACHING DIFFICULTY DIFFICUL	ω	+	۲)	RANK	CTY	
RECULAR_CLA TEACHING N/A TEACHING DIFFICULTY DIFFICULY PANK % YEAN	Uī	5	4	%	N/A	DEAF-
REGILAR CLA N/A TEACHING DIFFICUI NK % MEAN 2 18 2.18 3 21 2.22 1 4 1.95	1.81	1.74	1.76	MEAN	TEACHIN DIFFICU	BLUND
EGILLAR CLA TEACHING DIFFICUI MEAN 2.18 2.22 2.22	þ	ω	22	RANK	LTY G	
TEACHING DIFFICULTY MEAN RANK 2.18 2 2.22 1 2.25 3	4	ŽI	18	%	N/A	REG
ASS ILTY RANK 2 2	1.95	2.22	2.18	MEAN	DIFFICU	III.AR CL
	ω	Н	8	RANK	LTY	SS

DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT FOR TEACHING CATEGORIES

		<u></u>	****	<u>.</u>	<u>.</u>	4	ယ •	<u>~</u>		1	· · · · · · · · · · · · · · · · · · ·	_
		Prescribing materials for individual children based on learning deficits and needs.	Organization of classroom environment conductive to learning-bulletin boards, seating arrangement, and appearance.	Effective use of learning centers.	Developing appropriate techniques for management of pupil behavior.	Establishing daily class schedule.	Establishing rules, routines, and daily procedures for the orderly operation of the classroom.	Individualizing instruction, yet planning for the rest of the class at the same time.	Handling a wide age span.			
		2	ω	w	2	w	ω	2	w	2	N/A	CTIN
		2.14	· 86	2.28	1.89	1.52	1.61	2,16	1.99	MEAN	TEACHING DIFFIGULTY	7 1
		ω	5	H	Сī	co	7	2	4	RANK	LTY G	P
		0	0	2	Э	၁	Э	5	9	77	N/A	
		2.20	1.51	2.23	1.75	1.40	1.51	2.42	2.10	MEAN	TEACHING DIFFICULTY	TMR
the second of th		ω	0,	1)	5	00	σ.	μ	4	RANK	LTY DIG	
The second secon		G .	∞	10	σ ₁	· ·	œ	9	5	8	N/A	DEAF
and the first of the state of t		C)	1.76	2.02	1,68	1.31	1.46	2.52	2,10	MEAN	TEACHING DIFFICULTY	- BLIND
		J	5	4	σ	œ	7	H	ω	RANK	KTY O	
		0	 -	N	3	3	o	0	—) o/	N/N	REGULAR
		2.45	1.82	2.29	1.91	1.59	1.61	2.48	2.16	MEAN	TEACHING DIFFICULTY	LAR CLASS
and the Manager of the State of		2	6	ω	5	œ	7	H		RANK	ILTY NG	S
ER	UC.		13	34	,					•		

DIFFICULTY WITH GENERAL METHODOLOGY FOR TEACHING CATEGORIES

	Demonstrations	Dramatization	Class Experiment	Resource People	Field Trips	Committee Work	Individual Student Report	Class Discussion	DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:			
F	0	ъ	٥,	σ	7	7	<i>ن</i>	4		2	N/A	MILLD
	2.01	2.36	2.16	2.17	1.78	2.56	2.18	1,65		NEAN	TEACHING DIFFICULTY	D HANDICAP
	6	2	5	4	7	μ	ω	8		RANK	G G	Ġ
	3	0	2	2	ے۔۔۔۔ ح	10	10	0		%	N/N	
:	2.03	2.38	2.00	2.38	1.76	3,19	2.68	1.82		MEAN	TEACHING DIFFICULTY	TMR
	Us.	w	σ	ω	œ	je u d	2	7		RANK	YTT.	
The second secon	9	00	9	5	œ	12	∞	9	, · · , · · · · · · · · · · · · · · · ·	29	N/A	DEAF
	1.71	1.72	1.94	2.03	1.63	2.66	2.30	2.07		'4EAN] O	- BLIND
t des princips et desse despi frança partir de la principa del la principa de la principa de la principa de la principa dela principa del la principa del la principa del la principa d	7	6	5	4	8	H	2	w		RANK	CTY	
Manufacture (Militerature)	⊢	Н	ы	2	H	2	0	0		%	N/A	REC
ER	1.91	2.28	2.06	2.25	2.05	2.30	1.88	1.73	-	MEAN	TEACHING DIFFICULTY	RECULAR CLASS
	σ	2	4	ω	٠,)	71	œ		RANK	G LTY	SS
ER	IC 13	35										_

AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR TEACHING CATEGORIES

* *			-		_		-		_	-				عدقاني ووالمراجعة بالمقدومة بطعه فيستاه بمعالي والمستحدد ألمانية
	181 94%			4 6%	67		2001	o 5			97%	425	YES	WOULD IT BE HELPFUL TO HAVE AVAILABLE PROGRAMMED MATERIALS FOR USE WITH THE BASIC SKILLS?
10	: З З	6		6	26	5	5	22	10		ω	31		PROG. INST. MATERIALS
8	32 5	00		<u></u>	18	2	2	22	7		را ا	28		DISPLAYS
<u>></u>	32 5	œ		4	21	2	7	17	~1		<u> </u>	28		MODELS
<u></u>	25 3	5		vo	13	2	0	22	9	<	w	CO /		POSTERS
10	19 5	5		6	9	2	0	17	5		2	17		PICTURES
														RELATED MATERIALS
3 9	65 12	8	5	10	18	2 0	23	54	00	4	15	47		CAMERA
2 9	19 4	ာ	–	10	<u> </u>	2 0	<u> </u>	12	13	۳	w	15		PHONOGRAPH
7 26	26 6	16	4	12	9	2 17	12	24]	22	4	ထ	16		OVERHEAD PROJECTOR
8 12	46 7	9	ن	17	26	2 1.0	17	32]	12	٠,	11	25		OPAQUE PROJECTOR
6 9	20 3	6	4	19	14	ر	<u>.</u>	15	14	4	2	H		TAPE RECORDER
5 9	17 2	13	ယ	12	4	ი 7	2	10	10	2	4	10		FILM STRIP PROJECTOR
4 9	20 6	13	4	14	9	0 2	0	20	13	2	~i	15		SLIDE PROJECTOR
16 10	15 4	13	16	17	<u></u>	7 7	7	15	12	2 0	7	H		MOTION PICTURE PROJ.
														EOUIPMENT
P. OPE. MAT	AVA. AP		195	7. A. A.P.F D.P.E (1A)	8.0 2	% % % % % % % % % % % % % % % % % % %	79 5	300	615	; a .	, F	%		
AR CLASS	REGULAR CLA	1	BLI		7: -4- - 			2		HANDICAP	- 1	AVA L		



APPENDIX E

Tables for Teaching Levels





DEMOGRAPHIC DATA FOR TEACHING LEVELS

REGULAR CLASS	DEAF AND VISUALLY HANDICAPPED		TRAINABLE MENTALLY	MILD HANDICAP	TEACHING CATEGORY			NO	YES	CERTIFICATION				M.A. / M.A.+	B.A. / B.A.+	LESS THAN B.A.	LEVEL OF PREPARATION		
63	ယ	31		205			*	44	272				·	85	229	22		N %	PRIM
19	10	9		52				14	86					25	<u>ර</u> ි යා	7		60	ARY
67	26	<u>.</u>		160				21	225					3	155			z	INTER-
25	10	2		62				9	91	 ==				36	61	w		29	ATE
15	٧	ω		49			- 3	8	65					24	43	2		z	JUNIOR HIGH
20	 •	4		66			 -	- 	89					35	62	ω		%	O R
25	∞	Н		56				16	76					31	59	ω		z	SENIOR HIGH
28	Ġ	 		62				17	83					<u>υ</u>	63	w	، سیسی	%	IOR
	3 = POOR	2 = AVERAGE	. 1 = GOOD	CONDITION	CENERAL TEACHING	SENIOR HIGH	JUNIOR HIGH	INTERMEDIATE	PRIMARY	TEACHING LEVEL		EXPERIENCE	MEAN TOTAL	75TH PERCENTILE	50TH PERCENTILE	25TH PERCENTILE	TEACHING EXPERIENCE		
	25	201	105		-				346		z	9		15	7				PRIMARY
	∞	61	32						190		%	9.4							RY
	29	144	တ္သ					267			z	1.		17	9	4		NUMBER	INTER-
	11	56	32					130			24	11.5	<u> </u>		¥	# *		BER OF	
	4	45	23	•			77				z	8 8		12	6	w		YEARS	JUNIOR
	g,	63	32				100				34	8		F				SS.	OR
	9	54	29			95					z	9		12	6	w			SENIOR HIGH
	10	59	32	···		100					ō: \$	9.4		-					₽

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RANK OF MEANS FOR SELECTED SURVEY SECTIONS FOR TEACHING LEVELS

IX INSTRUCTIONAL MATERIALS		XV CLASSROOM ARRANGEMENT AND MANAGEMENT	XIV PSYCHOLOGICAL INFORMATION	XIII PROFESSIONAL RELATIONSHIPS	XII PUPIL CHARACTERISTICS	XI PUPIL EVALUATION	X SEATWORK	VIII SOCIAL STUDIES	VII SCIENCE	VI LANGUAGE ARTS	V ARITHMETIC	IV READING	III SPECIAL SUBJECTS	II EXPERIENCE UNITS		
2.	MEÁN	1.93	1.92	1.68	1.88	1.90	2.36	2.51	2.33	2,32	2.38	2.08	2.15	2.13	MEAN	PRLYARY
2.01	AN	9	5	13	12	11	ω	٢	4	ر. د	2	œ	6	7	RANK	AV.
2.	M	1.94	1.85	1,65	1.87	1.86	2,23	2.49	2.20	2.33	2.19	2.15	2.28	2.10	 "EAN	INTERMEDIATE
2.09	MEAN	9	12	13	10	11	4	н	5	2	6 ,	7	ω	80	DANK	MATE
ļ-i	M	2.01	2.16	1.89	1.95	1.87	2.41	2.53	2.43	2.39	2.19	2.22	2.34	2.22	MEAN	JUNIOR HIGH
1.91	MEAN	10	9	12	11	13	W	ы	N	4	œ	gs.	Ņ	6	RANK	HICH
2	×	2.03	1.94	1.71	1.87	1.85	2.29	2.26	2.46	2.45	2.21	2.37	2.66	2.04	TEAT	SENIOR
2.02	MEAN	و	10	<u>၂</u> သ	ľ	12	5	6	2	w	7	4	<u> </u>	o o	 RANK	ч нісн

MEANS AND RANK ORDER OF MEANS FOR DIFFICULTY IN THE USE OF EXPERIENCE UNITS FOR TEACHING LEVELS

Y												
helpful? NO	 Would prepared units on different levels be YES 	٥	7. In integrating teaching of basic skills	6. In handling individual difference on units	5. In organizing units into yearly plans	4. In developing seatwork for units	3. In using resource materials	2. In writing own units	l. In selecting unit topics	DEGREE OF DIFFICULTY:		
14	311	z	2.05	2.38	2.39	2.25	2.05	2.04	1.71		MEAN	PRIMARY
6%	94%	<i>3</i> 9	4	2	 	ω	U,	6	7		RANK	\RY
13	234	z	2.04	2.31	2.44	2.19	2.15	1.97	1.60		MEAN	INTERMEDIATE
6%	91%	%	5	2	۲	w	4	6	7		RANK	IATE
з	71	N	2.23	2.27	2.55	2.25	2.39	2.09	1.76		MEAN	JUNIOR HIGH
6%	94%	%	5	ω	 -	4	2	6	7		RANK	IIGH
11	81	N	2.11	2.16	2.14	2.12	2.16	2.01	1.57		MEAN	SENIOR HIGH
12%	8 8 %	2	5	H	u	4	н	6	~1		RANK	ПСН

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SPECIAL SUBJECTS FOR TEACHING LEVELS

		6. Physical education activities.	5. Appropriate methods for teaching music.	4. Appropriate music activities	3. Materials for teaching art.	2. Appropriate methods for teaching art.	1. Appropriate art activities.	DO YOU EXPERIENCE DIFFICULTY IN SELECTING AND/OR OBTAINING:			
e de la servició de la compania del compania del compania de la compania del la compania de la c		1.96	2.57	2.37	2.04	2.05	1.92		MEAN	TEACHING DIFFICULTY	PRIMARY
A CANADA A LA LA CARAGONIA AND A SALARA AND A		ъ	Н	t3	4	w	σ		RK	TTY TA	Y
		1.83	2.85	2.60	2.35	2.07	1.98		MEAN	TEACHING DIFFIGULTY	INTERMEDIATE
-		6)	2	w	4	S		Ŗ	ILTY fo	DIATE
The second secon		2.06	2.79	2.73	2.38	2.16	1.94		MEAN	TEACHING DIFFICULTY	JUNIOR HIGH
		v)	2	ω	4	6		RK	UG NG	HIGH
		2.03	3,53	3.35	2.53	2.32	2.21		MEAN	TEACHING DIFFICULTY	SENIOR HIGH
		6		2	w	4	(/i		RK	NG	нісн
	ERIC J.41						,**	/			-

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING READING FOR TEACHING LEVELS

	13.	12.	11.	10.	9.	<u></u>	7.	6.	5.	4.	ω •	2.	<u> </u> 4 *	ŀ		
	Recreational Reading	Reading Application	Experience Charts	Use of Dictionary	Supplemental Reading	Ability Grouping	Reading Comprehension	Oral Reading	Structural Analysis	Phonics	Sight Vocabulary	Readiness Program	Basal Reading Series			
	25	19	24	4.7	23	20	19	20	25	16	14	21	28	à Q	V/K	
	2.20	2.03	1.75	2.22	2.11	2.01	2.27	1.78	2.16	1.87	1.90	1.87	1.81	MEAN	TEACHING 'VETHODS	PRIMARY
	w	<i>3</i> 1	Ψ	2	.— Ся	7	 	12	4	9	8	9	11	RK		ARY
	2.34	2.13	1.88	2.35	2,38	2.15	2.41	1.90	2.34	2.02	2.09	2.11	2.06	MEAN	MATERIAL& STU. ACT	
	4	7	u u	w	2	6	<u></u> →	12	4	H	9	8	10	RK	ACT ACT	
	μ ω	15	29	15	10	18	7	∞	12	1	14	39	26	%	N A	
	2,21	2.22	2.26	2.23	2.13	2.00	2.28	1.83	2.15	1.95	1.99	2,08	1.88	MEAN	TEACHING METHODS	INTERMEDIATE
;	ن.	4	2	w	7	9	<u> </u>	13	δ	11	10	ဘ	12	RK		דא זר
:	2.23	2.32	2.29	2.26	2.22	2.14	2.41	1.88	2.30	2.09	2.16	2.32	2.08	MEAN	ATER	FI .
	7	2	۲ı	6	a)	10	۳	13	4	H H	9	2	12	RK	ACT	
	12	10	30	14	12	18	13	14	18	21	25	é	42	%	N/N	
	2.27	2.08	2.15	2.06	2.28	1.76	2.38	1.82	2.43	2.21	2.19	2.25	2.05	MEAN	TEACHING METHODS	JUNIOR
	4	9	00	10	w	13	2	12	P	۵	7	۷ı	11	R.		B HIGH
	2.64	2.16	2.23	2.05	2.38	2.03	2.58	1.93	2.51	2.41	2.30	2,31	2.19	MEAN	. E	E
	н	15	00	H	ъ	12	2	13	ω	4	7		9	Ŗ	ACT ACT	_
	25	22	42	21	22	32	23	<u>11</u>	38	41	45	62	58	39	N/N	
	2.57	1.94	2.26	1.99	2.50	2.04	2.52	1.93	2.77	2.64	2.38	2.62	2.22	MEAN	TEACHING METHODS	SENTOR HICH
	Þ	12	∞	1	9	10	ر.	<u></u>	۲	2	7	w	9	R.		ED LIII
	2.78	2.22	2.42	2.06	2.84	2.16	2.48	1.96	2.67	2.58	2.30	2.61	2.28	MEAN	ATER	_
	2	0	7	12	 	- <u>-</u> -	6	13	ω	v	<u></u>	4	9	RK	IAL& ACT	

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING ARITHMETIC FOR TEACHING LEVELS

13.	12,	11.	10.	9.	<u></u> ∞	7.	6.	<u>ر،</u>	4.	္	2.	} 4	1	
Measurement	Time	Use of Money	Ability Grouping	Concept of Place Value	Fractions and Decimals	Word Problems	Division	Multiplication	Subtraction	Addition	Readiness Program	Basal Arithmetic Series		
24	19	22	32	42	71	45	64	55	25	24	28	ω ω	%	V/N
2.43	2.26	2.26	2.26	2.52	2.75	2.77	2.36	2.02	2.00	1.84	2.02	2.22	MEAN	TEACHING METHODS
4	6	6	σ	ω	2	نم	5	11	12	13	01	9	2	G R
2.62	2,38	2,45	2.46	2.61	2.90	2.88	2.44	2.35	2.17	2.02	2.32	2.48	MFAN	MATERIAL& STU. ACT
w	9	7	σ	4	μ.	2	00	10	12	13	F	۷ı	RK	ACT
18	18	18	25	23	<u></u>	22	26	22	18	18	43	<u>u</u>	1%	N/A
2.31	2.08	2.03	2.04	2.43	2.47	2.85	2.06	1,78	1.57	1.46	2.12	1.98	MEAN	TEACHING METHODS
4	עכ	ري و	œ	w	2	<u></u> .	7	11	12	13	5	10	R	SC LNC TNC
2.59	2.25	2.33	2.25	2.45	2.64	2.84	2.18	2.04	1.78	1.72	2.35	2.24	MEAN	ATE MATERIALA STU. ACT
w	7	0	7	4	73	Н	10	11	12	13	v	\ o	RK	RIAL& ACT
12	10	12	21	22	25	17	20	18	17	17	52	34	27	X/X
2.29	2.07	1.91	2.05	2.50	2.41	2.84	2.08	1.85	1.73	1.56	1.94	1.85	MEAN	TEACHING METHODS S
4	9	9	7	2	ω	۳	اد.	15	12	ū	00	10	쿗	
2.47	2.30	2.14	2,20	2,63	2.67	2.92	2.28	2.10	1.89	1.76	2.18	2.34	MEAN	H MATERIAL& STU. ACT
4	6	- To	ω	w	2	بر	7	11	12	13	9	v	桑	IAL&
22	20	19	<u>ა</u>	36	34	<u>3</u>	35	35	35	35	61	46	>9	A N N
2.03	1.88	1.75	2.20	2.69	2,63	2.78	2.10	1.83	1.65	1.58	2.31	1.92	MEAN	SENIOR HIGH TEACHING M METHODS S
7	9	H	ъ	2	ω	ы	5	10	12	13	4	ø.	굕	
2.29	2.10	2.07	2.40	2.73	2.68	2.86	2.21	2.10	1.88	1.80	2.58	2.37	MEAN	ATER
	9	ㅁ							12	13			굦	ACT

ERIC Full Tox t Provided by ERIC

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING LANGUAGE ARTS FOR TEACHING LEVELS

	11.	10.	9.	œ	7.	6	5	4.	۳	2.	1.	1	Į.
	Business forms	Written Self-expression	Letter Writing	Following Directions	Use of telephone	Spelling	Cursive writing	Manuscript writing	Improving oral Self-expression	Oral Vocabulary Develop.	Listening skills		
	87	on 39	43		35	28		17	5	5	<u></u>	%	N/N
	7 2.86	9 2.61	3 2.36	7 2.26	5 1.99	3 2.19	2.03	1.85	2.32	2.16	2.13	MEAN	TEL
	<u></u>	N)	w	لت.	10	<u> </u>	<u>ۍ</u>	11	4	7	On .	RK	PRIMARY CHING 'HODS
	2.95	2.57	2.34	2.44	2.19	2.30	2.18	2.02	2.50	2.35	2, ,9	MEAN	MATER STU.
	<u> </u>	2	7	4	9	8	10	11	ω	ς,	Uı	RX.	IAL& ACT
	62	21	21	5 5	32	15	16	26	10	8	5	5%	N/A
	2.76	2.81	2.32	2.35	1.96	2.20	2.11	1.98	2.38	2.20	2.27	MEAN	INTERMEDIATE TEACHING TO METHODS ST
	2	<u></u> -	<u></u>	4	111	-	و	10	ω	٦	5	7	SO ING
	2.66	2.71	2.39	2.47	2.19	2.24	2.11	2.12	2.34	2.27	2.39	MEAN	
	2	1-4	4	ω	9	œ	<u> </u>	1.0	57	7	4	P.R.	ACT
	31	12	૭	٧	35	7	18	27	9	7	∞	2.4	V/N
	2.49	2.82	2.36	2.24	2.13	2.30	2.36	2,27	2.36	2,35	2.25	MEN	HINIOR HIGH A TEACHING METHODS
	2	μ.	ω	10	11	7	ψ	00	w	σ	9	RX	i 1
	2.65	2.73	2.31	2.31	2.16	2.29	2.39	2.35	2.50	2.56	2.49	MEAN	MATERIAL& STU. ACT
	2	 	80	8		10	σ	7	4	w	5	R.K	ACT ACT
	26	21	28	21	37	23	41	42	18	20	21	39	A/N IS
	2.31	2.93	2.44	2.43	1.68	2.35	2.53	2.70	2.47	2.32	2.41	MEAN	SENIOR HIGH A TEACHING METHODS
	10	μ.	5 1	6	H	8	w	2	.	9	7	R _K	
	2.36	2.75	2.37	2.57	1.89	2.28	2.50	2.72	2.60	2.52	2.77	MEAN	MATERIAL&
O	9	73	8	۷.	H	10	7	w	\$	6	н	Ŗ	ACT
ERIC				14	4								·

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SCIENCE FOR TEACHING LEVELS

	<u></u>	7.	٥,	5.	4.	ω	2.	1.	ļ		1
	Conservation of Natural Resources	Water	Air	Sun, earth, moon	Animals	Plants	Seasons of the year	Weather			
	ယ္သ	24	25	25	18	19	18	18	%	N/A	
	2,54	2.32	2,46	2.44	1.89	2.06	1.90	1.98	MEAN	COL	PR
	<u> </u>		2		က	5	7	6	RK	MINE	PRIMARY
	2.83	2.61	2.68	2.64	2.13	2,23	2.19	2.33	MEAN	MATER STU.	
	H	4	2	ω	∞	6	7	5	- PÇ	ACT	
	27	25	25	24	24	25	25	25	%	N/N	
	2.20	2.13	2.28	2.20	1.87	1.95	1.91	1.93	MEAN	ਨੁਥੂ	INT
5 5 7		4	—	23	20	U۱	7	σ,	RK	MINE	RMED
	2,51	2.35	2.50	2.44	2.16	2.16	2.29	2.35	MEAN	MATES	INTERNEDIATE
	۳	4	2	w	7	7	<u>م</u>	4	R.	ACT	
	22	23	22	22	21	21	26	22	%	N/N	
	2.39	2,33	2.39	2,27	2,21	2.35	1.93	2.00	MEAN		JUNTOR HIGH
	н	4		<u> </u>	<u> </u>	ω	∞		쾵	MINE	R 1110
	2.81	2.62	2.74	2.65	2.62	2.78	2.29	2.56	MEAN	MATER STU.	
)	ر. ا	w	4	ل	2	∞	7	굕	RIAL& ACT	
	ω ω	40	40	39	39	37	42	38	%	N/A	
	2.16	2.15	2,19	2.17	2.18	2.33	1.88	2.13	MEAN		SENTOR
	v	6	2	4	w	p	00	7	RX	RMINE	
	2.68	2.79	2.77	2.77	2.76	2.80	2.75	2.91	MEAN	MATERIALS STU. ACT	нісн
	<u> </u>	ω	4	4	<u>o</u>	2	7	<u> </u>	RK	RIAL& ACT	
ERIC Cratitat Productor units	14	5	· · · · · · · · · · · · · · · · · · ·				<u></u>		_		أجنيا

APPROPRIATENESS, MEANS, AND RANK ORDER OF MEANS FOR DIFFICULTY IN TEACHING SOCIAL STUDIES FOR TEACHING LEVELS

	N. A.	CONT	PRIMARY PRMINE PENT		MATERIAL&	N N	ठ्रच	INTERMED DETERMINE CONTENT		ATE VATERIALS STU. ACT		N/A DET	JUNIOR H DETERMINE CONTENT	1	GH MATERIAL& STU. ACT		SEN N/A D	SENIOR HIGH A DETERMINE CONTENT		MATERIAL&	IAL& ACT
	.; Q	MEAN	R	MEAN	Ŗ Ķ	29	MEAN	N RK	MFAN	RK		% MEAN	N R	MEAN		Ŗ 	3	MEAN	ξ. 	MEAN	RK
 Home and family 	17	1.85	19	2.12	18	28	1.87	19	2.15	5 18	14										18
2. Community	19	2.07	16	2.28	15	27	1.93	3 17	2.20	0 17	12	2 2.26	6 12	2 2.	26	5	19 1	1.94	15 2	2,15	14
3. Safety	16	1.79	20	2.05	20	21	1.83	20	2.05	5 20	14	4 1.90	0 20		2.05	20	18 1	1.79	18 2	2.16	13
4. Health	17	1.89	18	2.08	19	21	1.95	5 16	2.14	4 19	16	6 1.95	5 17		2.16	18	16 1	1.89	16 2	2.14	15
5. Government	5	3.06	–	3.01	4>	35	2.89	<u>ω</u>	3.03	3 	21	1 2.83	<u>ω</u>		2.89	6	32 2	2.63	2	2.78	2
6. Local current events	35	2.34	12	2.41	12	25	2.14	14	2.25	5 15	14	4 2.20	0 13		2.17	17	23 2	2.00	13 2	2.09	17
7. State current events	50	2.63	00	2.75	7	28	2.53	<u> </u>	2.59	9	18	8 2.68		7 2.	2.59	10	25 2	2.14	10 2	2.27	F
8. Nat'l current events	47	2.64	7	2.70	 	28	2.58	<u></u>	2.57	7 10	14	4 2.68		7 2.	2,61	9	23 2	2.10	11 2	2.20	12
9. Use of news media	48	2.56	10	2.64	H	27	2.38	3 11	2.41	1 13	14	2.	59	9 2.	59	5	20 1	1.99	14 2	2.05	19
10. Historical events	49	2.66	<u>o</u>	2.65	10	25	2.63	ω 	2.67	7 8	17	7 2.79		5 2.	2.72	<u> </u>	23 2	2.50	<u>ယ</u> 2	2.75	ω
11. Ser education	55	2.89	4	3.08	ω	42	2.88	4-	3.12	2 3	27	7 3.10		Ψ	3.40	2	20 2	2.57	2 2	2.88	н
12. Law and authority	21	2.11	15	2.38	13	19	2,18	3 12	2.54	4 111	14	4 2.12	2 15		2.78	7	17 2	2.30	6 2	2.56	7
13. Use of leisure time	27	2.52	-d -d	2.69	9	21	2.48	3 10	2.75	~ 7	113	3 2.34	<u>ال</u> 111		2.93	<u>ن</u>	15 2	2.32	\(\sqrt{2} \)	2.61	6
14. Inter-intracity travel	27	2,13	14	2.27	16	26	2.16	13	2.27	7 14	20	0 2.18	.8 14		2.54	ᅜ	24 2	2.09	12 2	2.31	10
15. Grooming	21	1.98	17	2.22	17	19	1.88	3 18	2.22	2 16	16	6 1.91	1 13		2.20 1	16	15	1.85	17 2	2.14	15
16. Work Habits/attitudes	28	2.15	13	2,36	14	26	2,13	3 15	2.53	3 12	12	2 1.98	8 16		2.49	14	13 2	2.17	9	2.46	9
17. Job aspirations	73	2.59	9	2.99	<u> </u>	42	2.58	6	2.91	1 6	20	0 2.76	<u>б</u> 		2.98	4	13	2.40	4	2.65	ن.
8. Job application process	90	2.73	<u> </u>	3.00	5	68	2.49	9	2.95	رن 	35	2.	35 10		2,59	10	18 1	1.72	20 2	2.03	20
19. Fringe benefits	93	2.96	w	3.17	2	73	3.00	2	3.24	4 2	υ 00	8 2.81	1 4		3.10	(J)	19 2	2.28	89	2.55	œ
20. Union membership	92	3.00		3.24	<u></u>	74	3.23	<u></u>	3,39	9 1	44	4 3.06	- あ 		3,51	+	25 -	2,29	7 2	2.67	4
												<u>.</u>									



FAMILIARITY AND USE OF INSTRUCTIONAL MATERIALS FOR TEACHING LEVELS

																		_
	5	14.	13.	12.	11.	19.	.9	<u>.</u>	7.	6.	5.	4.	ω	2.	H			
*In this section teachers were asked to respond on a fixed materials named. The scale was to be marked as follows: Not Have Have Use	Distar Language Program	ourt Readi	Cain-Levine Social Competency Scale	Wepman Auditory Discrimination Test	Durrell Reading Capacity and Achievement Test	Basic Concept Inventory	Jefferson Program for Concept Development	Captioned films for the deaf	Finding Your Job (Finney Co.)	Money Makes Sense & Using Dollars and Sense	Readers Digest Skill Builders	Simplified Reading Readiness Program	Frostig Program for the Development of Visual Perception	Fitzhugh Plus Program	Peabody Language Development Kits			
point famil: read seen tries the ma	1.77	1.85	1.38	1.95	1.95	1.64	1.19	1.59	1.36	1.65	2.95	2.19	3.28	1.47	3, 29	MEAN	PRIMARY	
coint scale with remandidar with the maread or heard about seen demonstrated tried the material the material regular	8	7	13	U۱	۷,	10	15	Ľ	14	9	ω	4	2	12	þ	LANK	**************************************	
scale with regard to lar with the materials or heard about demonstrated or in us the material aterial regularly	1,63	1.88	1.38	1.76	2.16	1.68	1.19	1.54	1,54	1.88	3.59	2.05	2.85	1.48	2.78	MEAN	INTER	
rd to terials in use	10	6	14	œ	4	9	15	Ľ	Ħ	σ	 	UI	2	L	ω	RANK	INTERMEDIATE	
2 2 2 X E I r	1.61	1.78	1.45	1.58	1.76	1.71	1.24	1.77	2.00	2,95	3.55	2.52	2.55	1,59	2.38	MEAN	JUNIOR	
familiarity 3 4 5 X3 4 5 3 X4 5 3 4 X5 3 4 X5	12	7	14	Ľ.	9	10	15	<u></u>	σ.	2	μ	4	w	1	5	RANK	HICH	
with	1.41	1.32	1.38	1.53	1.65	1.47	1.18	1.42	2.67	2.89	3.42	2.09	1.89	1.38	2.18	MEAN	SENIOR	
the	11	14	12	œ	7	9	15	10	w	2	<u> </u>	5	6	13	4	RANK	нісн	



DIFFICULTY WITH SEATWORK FOR TEACHING LEVELS

2.64 5 2.62 4 2.75 4 2.67 3	2.2	N3														
2.62	20	2,31	2.25		2.91	2.77	2.02	2,23	2.07	 2.80	2.58	1.94	2.14	1.86	 МЕAN	TEACHING DIFFICUL
	10	7	o		–	ω	13	9	12	 2	9	14	11	15	RK	TEACHING DIFFICULTY
4 w	2.09	2,21	2.07		2,78	2.61	1.92	2.07	1.80	2.73	2.48	1.84	2.00	1.62	MEAN	TEACHING DIFFICULTY
i L	&	7	ø			5	12	9	14	2	D	13	11	15	RK.	NG ULTY
2.73	2.31	2.51	2.24		3.00	2.65	2.16	2.53	1.96	 2.81	2.35	2.05	2.14	1,70	MEAN	TEACHING DIFFICULTY
2 4	9	7	10		μ	5	E	0	14	ω	8	13	12	15	RK	ALTA NC
2.76	2.21	2.15	1.88		2.78	2.46	2.30	2.34	1.89	2.81	2.37	2.17	2.18	1.57	MEAN	TEACHING DIFFICULTY
ERIC S	9	12	14		2	4	00	7	13	1 -4	6	11	10	5	RK	JLTY NG



DIFFICULTY WITH EVALUATION OF PUPILS FOR TFACHING LEVELS

	.	ω •	2.			<u> </u>		-		<u></u>	
•	Determining promotion policies.	Grading daily assignments.	Developing adequate teacher-made tests.	d) Anecdotal records	c) Written narrative reports of pupil progress	b) Parent conferences	a) Report cards	Reporting numil progress to parents:			
	28	24	23	 	7	5	25		2%	N/A	P
	2.05	1.52	2.32	1,89	1.83	1.59	2.10		MEAN	TEACHING DIFFICULTY	PRIMARY
	ω	7	Н	4	5	6	2		RANK	ILTY	
	21	16	11	œ	E	٠	16		%	N/A	INTE
	1.85	1.77	2.18	1.84	1.90	1.57	1.93		MEAN	TEACHING DIFFICULTY	INTERMEDIATE
	4	5	н	ر.	w	7	2		RANK	IG JLTY	
	18	13	9	16	L	ر.	13		2	N/A	TIMIT.
	2.05	1.80	2.20	1,94	1,66	1.67	1.77		YEAN	TEACHING DIFFICULTY	шмірк нісн
	2	4	ы	w	7	o.	Cr.		RANK	ILTY	
	23	5	7	23	18	o o	<u> </u>		%	N/A	SENI
•	1.89	1.84	2.04	1.90	1.95	1.70	1.60		MEAN	TEACHING DIFF*CULTY	SENIOR HIGH
	4	U	ш	w	23	5	7		RANK	NC NC	
ERIC.		14	19								

DIFFICULTY WITH ASPECTS OF PUPIL CHARACTERISTICS FOR TEACHING LEVELS

•	6. Unc	5. Utd and chi	4. Unc	3. Under ment	2. Unc	1. Und soc pui				
	Understanding children with perceptual problems.	Utilizing knowledge of the speech and language development in children.	Understanding how emotional problems affect teaching the children.	Understanding the social develop- ment of the child.	Understanding the intellectual characteristics of children.	Understanding and appreciating how social class differences affect pupil performance.				
	0	0	ာ	0	3	0	%	N/A		
	2.31	1.99	1.79	1.77	1.79	1.61	MEAN	TEACHING DIFFIGULTY	PRIMARY	
	Н	2	w	ъ	ω	9	RANK	G LTY		
	0	0	9	၁	3	0	%	N/A	INTE	
	2.43	2.12	1.71	1.71	1.71	1.54	MEAN	TEACHING DIFFICULTY	INTERMEDIATE	
	J	2	ω	ω	ω	6	RANK	LTY G		
	0	0	0	0	9	0	%	N/A	JUNIOR	
	2.50	2.26	1.75	i.71	1.82	1.63	MEAN	TEACHING DIFFICULTY	ов нісн	
	l-a	22	4	5	w	6	RANK	G G		
	ن	٥	0	0	0	0	%	A/N	SEN	
	2,42	2.17	1.67	1.69	1.67	1.61	MEAN	TEACHING DIFFICULTY	SENIOR HIGH	
	<u> </u>	2	4	ω	4	6	RANK	LTY G		

DIFFICULTY WITH ASPECTS OF PROFESSIONAL RELATIONSHIPS FOR TEACHING LEVELS

				 												
	e e e	2.	ů	4.	ŗ.	6.	7.	œ	9.	10.	<u>.</u>	<u>.</u>				
	Relationships with administration and special teachers	Supervision assistance	Relationships with special service personnel	Communication with community agencies	Relationships with regular class teachers	Relationships with special class teachers	Access to journals and references	Dealing with confidential matters	Teacher parent rapport). Referral of parental inquiries	In which do	membership/get assistance?	PTA	STATE EDUCATION ASSOCIATION	AFT	STATE ASSOC. FOR RETARDED CHILD CO. ASSOC. FOR RETARDED CHILD
PRIMARY MEAN	1.40	2.19	1.54	2.03	1.43	1.37	1.90	1.39	1.54	2.01		34		68 2		10
KARY				<u> </u>		-					1	RANK				
RANK	æ	1	ر.	2	7	10	4	9	5	ω	S	% RANK	29 4	333		10 5
	H	2	<u> </u>	2	——————————————————————————————————————	P	——— ———		 	2			61	563	<u>ω</u> (104
INTERMEDIATE MEAN RANK	1.35	2.10	1.56	2.04	1.39	1.40	1.83	1.35	1.48	2.02	MEMBER.	RANK		<u> </u>		
EDIATE RANK	9	۳	5	2	œ	7	4	9	σ	ω	ASS	% RANK	32	4004		10 5
<u></u>											[-]					
JUNIOR HIGH MEAN F	1.57	2,25	1.96	2.32	1.68	1.67	2.11	1.61	1.63	2.06	MEMBER.	% RANK		48 2		10 6 12 5
RANK	10		<u></u>	<u></u>	ა	7	w	9	<u> </u>	4	╁	-	υ U	<u> </u>	7	13
₹	= , , -										ASSIST.	RANK	• 22	- د ب	7	56
SENIOR HIGH MEAN RA	1.37	2.03	1.77	1.93	1.44	1.44	1.95	1.53	1.60	2.03	MEMBER.	19	242			16
OR HI		ω 	7	<u></u>	<u> </u>	+ *		ω 	-	ω	\vdash	RANK		<u>·ω</u> ₽		
RANK	10	H	տ	4	ω	œ	ω	7	σ,	щ	ASSIST	7 RAN		30 1		
											E	BANK				_

ERIC
Full Text Provided by ERIC

DIFFICULTY WITH UTILIZATION OF PSYCHOLOGICAL INFORMATION FOR TEACHING LEVELS

	LX			T		
	ω •	2.	<u>.</u>			
	Interpreting group test results, e.g., readiness and achievement scores.	Utilizing and understanding information given in reports by the school psychologist.	Understanding the function, role, and duties of the school psychologist.			
	4	7	7		V/N	
	*			%		PR
	1.50	1.91	1.95	MEAN	TEACHING DIFFICULTY	PRIMARY
	ω	2	۲	RANK	G LTY	
	Н	7	6	%	N/A	I
	1.85	1.91	1.79	MEAN	TEACHING DIFFICULTY	INTERMEDIATE
	Ν	H	ω	RANK	ULTY NG	ATE
	4	œ	<u>5</u>	29	N/N	JI
	2.11	2.28	2.10	ЧEAN	TEACHING DIFFICULTY	JUNIOR HIGH
	2	Н	ω	RANK	NG	GH
					N/A	
	N 	<u> </u>	∞	%		SENIC
•	1.88	2.11	1.84	MEAN	TEACHING DIFFICULTY	SENIOR HIGH
152	2	H	ω	RANK	CTY G	



DIFFICULTY WITH CLASSROOM ARRANGEMENT AND MANAGEMENT FOR TEACHING LEVELS

		æ	7.	-6	ر. د	4	္	2.	 	T		
		Prescribing materials for individual children based on learning deficits and needs.	Organization of classroom environment conducive to learningbulletin boards, seating arrangement, and appearance.	Effective use of learning centers.	Developing appropriate techniques for management of pupil behavior.	Establishing daily class schedule.	Establishing rules, routines, and daily procedures for the orderly operation of classroom.	Individualizing instruction, yet planning for the rest of the class at the same time.	Handling a wide age span.			
		 	N	w	H	2	2	2	ω	%	N/N	77.
The second of the second		2.21	1.72	2.23	1.90	1.46	1.54	2,30	2.10	MEAN	TEACHING DIFFICULTY	PRIMARY
Company of the second s		w	5	22	<u></u>	00	<u> </u>	H	4	RANK	ICTY IC	
534.		2	ω	4	2	ω	ω	ω	2	%	×/N	ITNI
effective out of several control of the sevent of several		2.20	1.89	2.25	1.84	1.53	1.55	2.27	2.02	MEAN	DIFFICULTY	INTERMEDIATE
er pedrakan dig Banger, wantan		ω	Ut	2	55	8	7	H	4	RANK	LTY O	[+]
der Stallhanderfor Geber under d		ы	ъ	ъ	ω	4	4	4	W	%	N/N	ını
A PROPERTY OF THE PROPERTY OF		2.27	1.83	2,43	1.97	1.56	1.75	2.27	2.01	MEAN	TEACHING DIFFIGULTY	JUNIOR HIGH
a section of the section of		2	6	۳	(J	œ	7	2	4	RANK	LTY	1
Physical Charles		2	ω	6	jui	ν,	2	4	5	%	V/N	SEN
		2.51	2.03	2.25	1.78	1.52	1.71	2.44	1.98	MEAN	TEACHING DIFFICULTY	SENIOR HIGH
经验的证据		-	4	w	б	∞	7	2	5	RANK	TTY &G	I
E	SIC.			1	53			. ==				

DIFFICULTY WITH GENERAL METHODOLOGY FOR TEACHING LEVELS

	Demonstrations	Dramatization	Class Experiment	Resource People	Field Trips	Committee Work	Individual Student Report	Class Discussion	DIFFICULTY IN USING THE FOLLOWING GENERAL METHODS:			
	<u>5</u>	<u>-</u>	7	7	∞	12	9	У 1		%	N/N	٦
	1.94	2.07	2.06	2.19	1.77	2.36	2.19	1.74		MEAN	TEACHING DIFFICULTY	PRIMARY
	n	4	5	2	7	H	2	∞		RANK	LTY G	
	6	7	<u></u>	7	œ	œ	ر.	5		%	N/N	N.I
	1.92	2.23	2.01	2.00	1.76	2.45	1.96	1.6.		MEAN	TEACHING DIFFICULTY	INTERMEDIATE
	σ	2	(L)	4	7	H	5	∞		RANK	TTY	Œ
	. 4	4	4	4	4	4	w	4		%	N/A	Ju
	2.14	2.57	2.33	2.46	2.06	2.59	2.29	1.70		MEAN	TEACHING DIFFICULTY	JUNIOR HIGH
	6	2	4	ω	7	Н	5	8		RANK	LTY	
	 	۳	2	H	2	2	0	–		%	N/A	SENIOR
•	1.80	2.76	2.20	2.17	1.94	2.45	2.06	1.76		, YEAN	TEACHING DIFFICULTY	IOR "IGH
	7	P	w	4	σ	2	5	8		RANK	TTY	



AVAILABILITY, APPROPRIATENESS, DIFFICULTY OF OPERATION, AND AVAILABILITY OF MATERIALS FOR USE WITH AUDIO-VISUAL AND RELATED EQUIPMENT FOR TEACHING LEVELS

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	AVA. A	APP.O	1.4 OP	% A	"IAT. AVA. APP. OPE. M	, o	% P	» í	AVA.APP.	PP . 01	% OPE.MAT	<u> </u>	VA.A	PP.OP % %	AVA.APP.OPE.MAT
															
EOUIPMENT										- · · · · ·					
MOTION PICTURE PROJ.	15	11	<u> </u>	co	13	12	12 1	5	16	6	10 16		12	<u>ه</u>	7 20
SLIDE PROJECTOR	15	9	w	٥	17	11	2 1	12	17	9	5 12		۲ —	7	2 19
FILM STRIP PROJECTOR	10	20	ω	Z	12	<u> </u>	2	9	<u> </u>	U1	6 13		9	<u> </u>	
TAPE RECORDER	13	w	<u> </u>	9	14	4	4 1	<u> </u>	22	<u> </u>	4 12		ド 	7	
OPAQUE PROJECTOR	28]	15	•	ο ο	27	13	5	12	26	<u>6</u>	9 14		31	<u> </u>	
OVERHEAD PROJECTOR	18 1	12	5	21	18	∞	ω H	19	17	<u></u>	5 27		16	<u> </u>	4 24
← PHONOGRAPH	15	w	<u> </u>	တ	15	<u>ω</u>	2 1	10	16	10	1 13		17 1	<u> </u>	2 18
CAMERA	47 1	12	w		49	13	7	·.5	40	- 	0 10		41 1	14	5 14
RELATED MATERIALS															
PICTURES	15	2		5	17	4		4	23	4		ω	21	A	13
POSTERS	18	<u>u</u>		4	19	رب س		6	26	4	_	σ 	21	4	14
MODELS	28	4	_	6	25	<u>م</u>		<u>~</u>	26	∞	_	9	28	6	14
DISPLAYS	27	4		<u>o</u>	28			7	27	8		•	25	6	16
PROG. INST. MATERIALS	31	3		8	30	ω		· · ·	. 22	12	14		37	<u>ω</u>	21
WOULD IT BE HELPFUL TO HAVE AVAILABLE			\leq												_
GRAMS	316 9	96%	<u>~</u>		241 9	98%	~		72	96%	\leq		80	84%	
KILLS?	12	**************************************	\geq		5	2%	\geq		ω 	4% 			99.	.5%	9.5%
*A = Availability APP = Appropriateness	OPE = Ope	Operation		MAT =	Materi	, 1. ;			.	i	į				

